

# THE SCHOOL JOURNAL.

NEW YORK AND CHICAGO.

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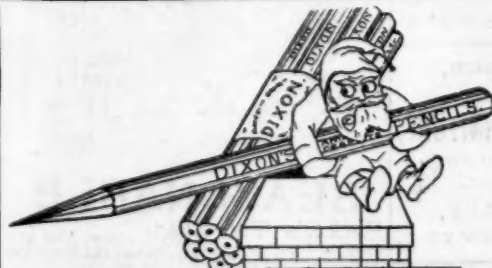
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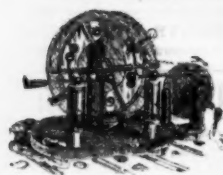
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THERE are special reasons at the close of this year why teachers and their friends should take courage. We can always find enough things to mourn over, if we take the pains to hunt them up, but certainly, there are far more things to-day to rejoice about in the educational world than cry about. And first of all there never was a time when teaching was more of a profession. This gives the teacher a power he never has had. And then fewer changes took place last year among teachers, than ever before since the modern system of public instruction was organized. More solid educational books were read, more organized county and state associations were held, more thoughtful papers were written, more educational papers were taken and paid for, than ever before in the history of the world. And then instruction in our state normal schools and institutes was never more pedagogical and less informational; in other words, more teachers are asking *how* to teach, than *what* to teach. The facts of the text-books are valued, but not as the end of school work. There never was a time when more teachers thoroughly believed in the immortal statement of Pestalozzi that "the number of facts a pupil learns is by no means the measure of his success," and more are trying to follow the laws of psychology, and studying the child. Courses of

study are more flexible and grading laws less tyrannical.

All of these cheering facts have come on account of no special revival season, but because of a thorough and settled determination among our best teachers to make themselves and their schools better than ever before.

IN these stirring times more history is made in one year than in the past during a hundred years. For example, the growth of individualism has been most remarkable. Each employer on the New York Central R. R., feels it his duty to strike if he thinks his individual rights have been interfered with. A few years ago a single man was of no account. He might be treated in the most unjust manner and nobody cared. But this year it has cost one railroad many dollars, and several months of obstructed traffic, to assert its independence over private organizations. It was on account of a want of personal confidence that a financial crisis was precipitated in England and this country. When confidence is good, a trader will trust almost everybody with ninety per cent. of goods, and ten per cent. cash, but when personal trust is gone this same merchant wants ninety per cent. cash, and will hardly give ten per cent. credit.

We have plenty of money, which on good security can be obtained for four per cent., but money instantly is locked up when confidence is gone.

Days of war are over, but never during any peaceful year has so much money been spent upon war-vessels, forts, new guns, and army support, as during this now closing. No nation wants to go again to war—no nation expects to—yet the enormous sums spent to support standing armies and active navies, exceeds that of any other year, except when engaged in active warfare. This comes from lack of confidence. The elections in this year mean nothing either for Democrats or Republicans. It is an "off" year in politics, but it has not been an "off" year for corporations. Capital is timid and so seeks self protection in combination. This caused the formation of the American Book Co.—the largest publishing company in the world. Each of the firms, composing this corporation were doing well enough, but they wanted security, even though in the aggregate they might do less business than formerly. Corporations are doing more good to-day than all other agencies combined, because they express the united will of benevolent individuals.

The worst difficulty in our own nation is the Indian trouble, for it shows a remarkable want of capacity in the American people that they have not learned in two hundred and fifty years how to treat the red man. In spite of all his savagery, thousands feel that he is right in refusing to submit to all the extortions of his white masters.

The hope of the commercial world is in cheap transportation, quick collections, small profits, and enormous sales. Bridges have been built, new mines opened, new railroads constructed, and new companies organized for the purpose of increasing the facilities for business, but with all this the strange fact stares us in the face, that farm lands have steadily declined in value, while city property has as steadily increased. The average country boy goes to the city, and the city boy will not become a farmer. It is not difficult to predict the result if this state of things continues.

Africa has been the center of the thought of the world during the past ten years, and now the European nations are each claiming a part for their own. What the result will be cannot be told, unless the present practice continues of sending more rum than books, teachers, and missionaries. If the nations keep the greed of trade as the principal end of African possession, it will be many years before Africa will be civilized. We have learned in

many ways during 1890, that nations have no souls.

It is one of the most cheering signs of the times that Brazil has been able to form a republic and adopt a constitution without bloodshed and financial ruin. This comes from the general diffusion of intelligence, and so an appreciation of the rights of man. This is the first instance in which a complete national revolution has been effected, from a monarchy to a republic, without serious internal disturbances.

IN educational matters the year has been productive of excellent results. Educational personalism has been far less than formerly; no new excitement has been started; even manual training has settled down as a permanent thing, and is taking its place along with "object teaching" and "Quincy methods," as a part of the new work of school life. It has become a conviction among teachers that they must assert *themselves*, if they ever expect to get professional recognition, and so there were never more educational organizations, and more educational meetings than during 1890. And many of the papers read at these meetings are of high order of merit. Teachers are becoming *students* of educational history, psychology, and methodology; not merely skimmers of small books, but first class investigators.

A few more years of such advancement as this and we shall be able to see the commencement of a new era in school work, when teachers, and not politicians, will be leaders; when teachers will be members of boards of education and generally foremost in naming school officers and managing school affairs. The year just closing will not pass into educational history as a remarkable one in school work, but as most profitable in general advance all along the line of pedagogical progress.

THE encouragement of athletic sports is making some colleges famous. It is said that if Yale wins the boat race next year, fully forty, and perhaps fifty boys will enter the freshman class in the autumn, who would go to Harvard, if she came out victor. Princeton met with an overwhelming defeat last month in Brooklyn, which will cost her next year's classes the loss of twenty-five members at least. All this comes of the general law that the average sportsman likes to bet on the winning horse. Disguise the fact as we may the under dog always gets the worst of it, and sneaks away after the fight is over, while the victor is both patted and petted. But this sort of thing is bound to brutalize our great schools sooner or later. When a bully or a "team" of bullies parade themselves as the representatives of hundreds who couldn't kick a foot ball over a six-foot fence, it is time to inquire whether this sort of thing pays? How was Princeton degraded by the recent defeat of her foot ball club? Her scholastic character wasn't touched; her students were not helped; her old glory wasn't increased, except in the eyes of those who like to see dog fights, and cock fights, and wouldn't mind seeing a first class bull fight, if the law allowed it.

IT is not unusual to hear elderly people or even those in middle life, say, "I shall be glad when the holidays are over, they make me sad." Perhaps such a feeling is inevitable; it is natural that those who have met with many sorrows should be affected by the contrasting gayety. But the merry-making of Christmas is only one of its aspects. Its significance to the Christian is that God is overflowing with "good will to man." This gives it a permanent value. It is the season of peace and good will; it is the time when the gentlest and kindest offices of humanity are performed. The teacher should try to get some thought of this into the lives of the pupil; that it is something more than a day of noisy and showy spectacles.



## SCHOOL HEALTH AND SCHOOL HOURS.

Professor Axel Key, of Stockholm, read a paper at an international scientific congress in Berlin, considering the results of a commission appointed to investigate the health of scholars in all the schools of Denmark and Sweden. Facts concerning physical development were wanted; 15,000 boys of the secondary Swedish schools, and 3,000 girls in private schools, all belonging to the wealthier classes, were measured and weighed. It was found that boys from seven to eight years of age grew rapidly; in those from nine to thirteen the growth was less marked; whereas between the ages of fourteen and sixteen, the time of puberty, they increased still faster in both height and weight. The periods of the girls' development correspond with those of the boys, but it was more rapid. The children of the well-to-do classes were physically a year in advance of those of the same age among the poor. Another point was that the growth of children varies at different seasons of the year, especially in winter and summer. From the end of November to the end of March they grow but little. From March to July or August their height increases, not their weight. During the rest of the year the converse is the case, and the increase in height is very slight, while the weight increases much. These facts have a bearing upon the time of the summer holidays. When they have been earlier than usual, the children have been found to increase in weight, which shows that, if possible, the first weeks of summer should be employed as a period of rest.

Another result has been to show that at the end of the first school year 17 per cent. of the children examined were found sickly or ailing; at the end of the second year 37 per cent.; and after the fourth year 40 per cent. Similar results were found to exist in Denmark. It appeared that as the mental strain augmented, the diminution of physical power also increased. This is especially so with the girls, 61 per cent. of whom were ill or showed signs of chronic ailments more or less serious, and 10 per cent. had curvature of the spine. The excessive length of the hours of study seemed to fully account for this state of things, the hours of study increasing from seven daily in the junior classes to eleven or twelve in the senior.

In France the same subject is occupying considerable attention. The primary schools are open for thirty hours during a week of five days, and in addition to this they have home lessons to prepare in the evenings. In 1881 a commission appointed by the government recommended a reduction of hours according to the following scale of ages—viz., three and a half hours daily for scholars from seven to nine years old, four and a half hours for those from nine to eleven years, five and a half hours for those from eleven to thirteen years.

As the rector of the French academy of Chambéry lately remarked in his report on this subject: "The real result of work is in inverse proportion to its duration. The mind forms habits of dreaming which are often unhealthy. The idleness and thoughtlessness of many pupils have no other cause." If this be so with more advanced pupils, it must be much more so with unformed growing children. There can be no doubt that the children of the poor, especially in large towns, where their surroundings are so opposed to their due bodily development, are far less capable of sustained mental effort than those of the higher and more favored classes; and yet too often more is exacted from them. In how many cases have inherited sickness and incapacity to be taken into account, as well as insufficient nourishment? When, therefore, we consider such facts as we have mentioned, and the general results of experience, the practical conclusion would seem to be this: The wise teacher will do his utmost to sustain the interest and attention of his scholars in school, and will see that they do work while they are at work; but when they are dismissed from his care he will not require any further study from them during the remainder of the day. They will then return in the morning re-

freshed and invigorated by recreation and sleep, and grow up possessors of that priceless blessing, "a sound mind in a sound body."

PRESIDENT ELIOT, of Harvard, is certain when he speaks to say something the people will talk about after he is through, and his recent address before the Massachusetts State Teachers' Association was no exception to the rule. His subject: "The actual work accomplished in an average grammar school," gave him a good opportunity to show how much he knows about his theme, and if his assertions indicate anything, he proved that he has a most thorough knowledge of it. He said that "except arithmetic, all the studies in the grammar schools, are memory studies," and that, "except in arithmetic, I am unable to find any other faculty of the mind than memory, trained in the grammar grades," and that "geography is taught purely by memory, and that kind of teaching is of very doubtful advantage." He also declared that "it is a dangerous theory that it is worth while to learn some things in youth, which we are sure to forget in maturity." The editor of *Education*, to whose monthly we are indebted for these quotations, says that "There are many respectable, scholarly, talented, and conscientious teachers and citizens in the Old Bay state, who will at once feel like saying that the statement is entirely untrue and unprovable."

But did not the thirty-one Boston school-masters feel like making a similar statement after Horace Mann made his famous report, and more recently did not many Massachusetts teachers deny the trustworthiness of Mr. Walton's well known report of the examination of Norfolk county, and later still, did not the Connecticut teachers rise in indignation at the report of the educational condition of one of their eastern counties? And yet, as the years have passed on, time has shown the entire truthfulness of these statements. The storm of indignation that was raised against Col. Parker when he first uttered in unmistakable English his opinion of certain school practices, is within the easy memory of every teacher. It probably is a fact that Dr. Eliot has told the truth; not concerning teaching in all schools, but in many. The doctor is a man of eminent character, great calmness, and fearlessness.

He is not only not afraid to say what he thinks, but he is quite anxious to tell, on all proper occasions, what he *knows*. Why should not his words be considered as of as much worth as Superintendent Seaver's? One of these gentlemen must be mistaken, and as to facts. There is no possible way to settle this question, as far as we can see, except by organizing another investigation. Just how it should be constituted, and just how it should go about its work, the wisdom of the teachers of the Old Bay state will determine. It is their duty to move in this direction at once. They cannot afford to rest easy under the grave charges Dr. Eliot has laid at their door. He is too great a man to be laughed down. Of course, we admit that he is nothing unless a reformer. So was Luther, and so was Cromwell. Reformers have had, and do now have, their distinct places in the work of uplifting the world. If Dr. Eliot is a reformer, he is surrounded by the monuments of hundreds of others, some of whom were mobbed in the streets of liberty-loving Boston, but whose sepulchers the sons of New England garnish every year. It shows a lack of discernment, not to be able to see a reformer until after he is dead.

At the recent annual meeting of the Regents of the state of New York, charges were preferred against one of the New York colleges, for having lowered the standard of scholarship required by its charter. There is a good deal of speculation as to what institution is referred to, as the Regents did not divulge its name. It may be that they will find that the college has substituted modern branches for the dead languages. Before the school is condemned care should be taken to investigate the thoroughness of its teaching, for it is possible to be exceedingly superficial under a most thorough course of study.

THE old way of loading the memory with all it could carry is now generally condemned because it was found that the effect was to destroy altogether its power and sharpness. In discussing this subject the *Sunday-School Times* well says:

"Intelligent memorizing has its important place in the training of a child; but unintelligent memorizing has no place there. Bible texts that are understood by a child can be profitably memorized by a child; but no Bible text ought to be memorized by a child until the child has a fair understanding of the meaning of that text. And as it is with Bible texts, so it is with all statements of abstract truth. The proper mental order is first understanding, then memory. On this point there is now practical agreement among true educators of every name all the world over. From the days of Roger Ascham down to the present day there has been a steady growth of conviction in this direction."

A REPORT upon the classification and nomenclature of manual training presented at the last national association, seems to indicate a wide difference of opinion concerning the details of industrial work. This might have been expected, for the whole business of manual training is in its infancy. The professional element seems to be unanimously excluded, but exactly how to arrange details is far from being fixed. It takes time to settle important questions, and we can well afford to work away patiently in this direction for several years to come. Light is certain to come.

THE news comes that a movement has already been introduced upon the lines indicated in the recent speech of Emperor William upon the educational system. The school reform committee voted unanimously to substitute modern for ancient languages in all the lower classes in high schools, and also to make other changes in the real schools. The town council of Hamburg has decided to establish a school in accordance with the emperor's ideas.

OUR readers have noticed with pleasure a series of valuable articles on "Natural Science," by Supt. Monroe, of Pasadena, California, and another on "Reading," by Supt. Sinclair, of Hamilton, Ontario. These will be continued. We commence this week a series of articles by Prof. Griffith, of the New Paltz, N. Y., state normal school on "Thought Expression in Geography," and another by Dr. Thompson, supervisor of drawing, Jersey City. All of the gentlemen speak with authority and our readers will gladly read them, not so much on account of their personal worth and educational fitness as because what they write is just what the student teacher wants to read. We have many valuable things in preparation, concerning which a full announcement will soon be made. During the coming year THE SCHOOL JOURNAL will be better than ever before. Our motto has always been *Advance*, as all who know us will testify.

THE increased interest in the department of higher education, of the National Educational Association in 1890, has led the executive committee to issue a circular. It says: "If the colleges are to continue to hold their place in the ranks of general educational progress, they must cultivate a progressive spirit through associations similar to those which have proven so effective in promoting the advancement of institutions for primary and secondary education. Colleges which stand aloof from such a movement are not only out of harmony with the educational spirit of the age, but their course is strangely inconsistent with that tendency amongst men towards organization for mutual good which is so distinctive a feature of our present civilization." President J. J. Mills, of Richmond, Indiana, desires the co-operation of college men.

In a certain town the excuse was given by teachers for not improving themselves that "It will never pay in this town." Probably not, so long as the present teachers are in the schools of that town. The only way to be appreciated is to be worthy of appreciation. It is a pretty good rule that those who do not value their own work will not get much esteem from others.

MR. EDOUARD PETIT states in his recent book on "School Education," that "the education of the school-master is not less important than that of the pupil." It seems to take a long time to get this idea in the minds of the educated world, but it is getting there nevertheless, and the time is not far distant when an untrained teacher will be as difficult to find as the witches of old New England, or the alchemists of the Middle Ages.



## MISCONCEPTIONS.

In the past few months, I have heard much of manual training as a remedy for the ills which afflict our industrial and social life, and I have sometimes found it difficult to suppress the surprise excited by the extravagance of the claims put forth in its behalf. One of the most surprising of these claims is the assertion that manual training is to be a sovereign remedy for what is supposed to be a wide-spread distaste for manual labor among American youth. Just how this little leaven of tool-work, taken by a few pupils in the higher grades, is to exercise the repugnance to manual labor we are not told, but it is vigorously asserted that the remedy is adequate. How fascinating and conclusive is the assumption in the absence of facts or reasons! And then how refreshing and stimulating it must be to those who have lively imaginations! It comes to such minds like a new revelation—the new gospel of labor.

But to some of us such an assumption seems unwarranted and even ridiculous. This new cure for "the humiliating repugnance on the part of the so-called educated people to using their hands" reminds me of an old recipe for making beef-soup in any desired quantity from a single piece of meat, to wit,—by suspending the meat above the kettle and *boiling the shadow*. The boiled shadow of beef is likely to add about as much nutritive power to soup as a little tool-work is likely to add to the admiration of youth for manual labor. The only way, that I can see, for this remedial agency to reach the evil which it seeks to cure, is by a sort of *la grippe* diffusion. Nine-tenths of American youth are not likely, under the present plans, to reach the cornice workshop; and to benefit them the remedial power must be, in some marvelous manner, spread and diffused among all grades and classes. If there be among American youth a widespread aspiration away from manual labor, it is clear that a saving application of the remedy must be as wide as the evil to be removed. This means that the remedial course in tool training must be made compulsory and universal. What an annual waste of valuable lumber this would involve!

But has it not occurred to the zealous advocate of this new industrial cure, that the manual training now provided by the school shop is *not manual labor in any true or effective sense*? It obviously has neither the aims nor the conditions of real labor. The gentleman who takes the reins and drives his horses ten miles and back for health or pleasure, is not working in the sense that his hostler is, who drives the same team for wages. Manual training in a "swept and garnished" school-shop for two hours a day, five days in a week, and some thirty weeks in a year, hardly meets the conditions of manual labor in a real workshop. If the boys in any school-shop think they are engaged in manual labor, it would not take long to change this view were they to enter a real shop and work eight to ten hours a day, six days in the week, "week in and week out." It would certainly take the stimulus of necessity and good wages to keep up their school admiration for the seven "typical tools."

But where is the evidence that tool training is resulting in a burning desire, on the part of those who take it, to become manual laborers? The statistics of the manual training schools of St. Louis and Chicago seem to indicate that the manual training therein is not doing much, to say the least, to cure their students of "aspirations for clerkships and professional pursuits." Of the eighty-seven graduates of the Chicago manual training school in 1886, '87, and '88, only twenty-five have taken to manual labor. The statistics of the St. Louis manual training school show similar results. It is certainly not a very hopeful indication when more than two-thirds of the graduates of *model* manual training schools turn away from the shop and the farm. How is such a leaven to leaven the whole educational lump?

It is conceded that the modern school-shop may turn a few youth into mechanical pursuits, but it now looks as if its influence on the great body of American youth will not be appreciable. But were it to create a controlling desire for hand-work in wood and metal, its general introduction into public schools would overcrowd and ruin the trades of carpentry and blacksmithing. The general introduction of stenography and type-writing into our high schools would reduce the wages of skilled stenographers to nearly that of unskilled labor. The public schools cannot teach any trade without overcrowding it with workmen. The last census shows that not more than one-twelfth of the wage-earners in this country use the school-shop tools. Is it not about time for the more zealous advocates of manual training to qualify their statements and assumptions? Is it not useless for them longer to claim the educational earth?

Tool training may have both educational and economic values, but it is easy to overstate them. It is not difficult to show that the educational value of tool training is by no means equal to the laboratory study of science, and that shop drawing is the lowest form of drawing, if it really be true drawing. It is certainly not the kind of drawing that will be of the highest educational or economic value to American youth.

I have too deep an interest in every well-meant and earnest effort to improve American schools, to ignore the demand for technical training. I welcome not only the great collegiate school of technology, but also technical schools of a more elementary character. I would like to see such a school within easy reach of every American youth who wishes to be a skilled artisan. I have also long seen and advocated the need of a wiser use of the hand throughout the entire school course.

But, up to this writing, I have seen no sufficient reason for the general introduction of the tool-shop into our public schools. To my mind this means the use of money greatly needed for the better equipment of all secondary schools for the effective teaching of the elements of science. Our schools are generally sadly needing appliances for true and successful teaching.—Dr. E. E. White, in *Journal of Education*.

## THOUGHT EXPRESSION IN THE GEOGRAPHY CLASS.—I.

By Prof. GEORGE GRIFFITH, New Paltz Normal School.

Some years ago I listened to what seemed at first the recitation of a perfect lesson in geography by a class of Fourth reader pupils. They described in words, with great apparent accuracy, the location of the isthmus of Panama, Andes mountains, Mount Aconcagua, La Plata river, etc. I think not a question was missed; and neither the teacher nor I had any reason to doubt that the children really understood what they were telling. From their expression of their knowledge in words we inferred that they had correct mental pictures of South America, so far as those pictures were completed. Yet I wished to apply farther tests. So producing a map of South America with only the bounding outline drawn, I again asked a boy to tell where the Andes mountains are. He did so in good language. I asked him to put them in the map. He did so correctly. He had correct ideas of their location. In answer to another question another boy said, "Mt. Aconcagua is in the western part of the Argentine Confederation"—a fair answer for a boy of that grade. I said, "Show it in the map." He stepped to the board and represented a range of mountains extending entirely across Argentine Confederation from east to west. Another pupil thought that was wrong; and when called upon to correct it represented a range about five hundred miles long extending north and south parallel to the Andes, and about two hundred miles from them. About half of the class agreed with each pupil who had been to the map. Not one pupil in a class of nearly twenty had the correct idea of what and where Mt. Aconcagua is. Yet—and this is the point I wish to call to the attention of teachers of geography—neither the teacher nor I had been able to detect these wrong ideas of the pupils from their verbal answers. Only when we required from the pupils the expression of their thoughts in other ways than by words was the incorrectness of these ideas revealed.

The same day a pupil who had described the isthmus of Panama as "Joining North and South America and separating the Caribbean sea and the Pacific ocean," indicated its position on the map by a cross placed far out in the Pacific ocean. Another located the same isthmus among the Andes mountains, far in the interior of Colombia. Both agreed that "An isthmus is a narrow neck of land joining two larger bodies of land." Still they would locate Panama as above described. At another time a girl insisted upon locating Bering strait near Mt. St. Elias, but far inland in Alaska, though she had correctly given its location in the conventional words so much used in recitations by classes in geography. Verily, it seemed to me that, in the geography class, words were used to conceal thought instead of expressing it.

One other point in the same connection. Searching for the cause of these grotesque ideas, I believed I found the cause of part in the place where the words "Mt. Aconcagua," "Isthmus of Panama," etc., were printed on the map. It seemed that the pupils remembered the appearance of the map with the locations of these names, and had not, either in their study or recitation, stopped to think of the reality of which the map was a represen-

tation. In fact, I think that some of them considered the map the reality and studied it accordingly.

Subsequent and wider observation and more critical examinations have confirmed me in the beliefs first formed by the above described experiences.

Let me draw up the indictment. First, the study of geography is begun too early in many schools. Of course I refer to that part of the study that deals with whatever is outside the bounds of the child's own experience and observation. Secondly, maps are studied for themselves, and not as representations of countries which have as real an existence as the school district or town in which the pupil resides. In map-drawing the production of a beautiful map is considered an end in itself, instead of a means toward a higher end.

Thirdly, the repetition of certain forms of words is accepted by many teachers as sufficient evidence that correct ideas are held by the pupils, while in fact the ideas of the pupils are sadly confused or incorrect. All of us place too much reliance upon verbal recitation in geography classes.

Fourthly, wrong forms for the retention of knowledge are encouraged by this acceptance of, and reliance upon, words. Geographical knowledge should not be retained in forms of words.

Fifthly, entirely inadequate means of expression are used in testing a pupil's knowledge of the geography of a country.

How these faults in the teaching of geography may be at least partially cured, it will be the purpose of the next article to indicate.

## SOME HINTS AS TO SUCCESS IN TEACHING.

By PRIN. W. E. BISSELL, Newark, N. J.

*The successful teacher is not easily discouraged.* Such a teacher is not likely to put on green spectacles "upon the slightest provocation"—to use the phrase in which Mark Twain alluded to his natural tendency to go a-fishing. The man or woman who has achieved real success in teaching, understood at the outset that the bitter would be plentifully mingled with the sweet, and the distasteful with the pleasant. Such a condition of things is essential to growth. The most remarkable exhibitions of human endurance, ingenuity, and power have been the outcome of difficulties, without which they never would have appeared. Our difficulties certainly furnish us most valuable opportunities for the exercising of our energies and the testing of our resources. Perpetual smooth sailing over seas never disturbed by the winds never made a good sailor! We never know our capabilities or deficiencies better than when we meet success or defeat in attempting to surmount an obstacle; and a complete knowledge of our weakness is just as useful as a knowledge of our strength.

The successful teacher expects difficulties, confronts them resolutely, and heroically refuses to be mastered by unfavorable circumstances. "He who would gather the honey must not fear to approach the hive because the bees have stings." This is the spirit which is the forerunner of success in any calling.

Desirable success will never be achieved by teachers who lack that *true sympathy for childhood*, so essential to the development of high moral character. Children need the careful guidance of a friend as much as they need the emphatic directions of a supervisor. They willingly follow the suggestions of a friend, but sullenly obey the commands of an overseer. The friend leads and the children follow; the overseer drives and they go—per-force. We do not second the theory that children can be governed as unfledged angels; but we do contend that cheerfulness of disposition on the part of the teacher is entirely consistent with firmness.

A severity of manner which holds pupils "at arm's length," is as unbecoming as it is harmful. It is like an unseasonable frost which sometimes surprises and destroys the early vegetation of spring.

"Familiarity which breeds contempt" is unwise. Friendliness which will surely be reciprocated by the cordial esteem and warm affection of pupils, is indispensable. The immaculate robes of pedagogical sovereignty will not be irreparably soiled by coming into "touch" with the subject. The teacher with whom cheerfulness is an established habit or natural endowment is to be congratulated.

We close this series of articles by summarizing the points made prominent:

1. Teachers cannot succeed without a good opinion of their profession.
2. Successful teachers never forget that the school-room is a field for honest, steady effort, and unselfish endeavor.



## THE SCHOOL ROOM.

Dec. 27.—DOING AND ETHICS.  
 Jan. 3.—LANGUAGE AND THINGS.  
 Jan. 10.—EARTH AND NUMBERS.  
 Jan. 17.—SELF AND PEOPLE.

### MODEL AND OBJECT DRAWING.

By LANGDON S. THOMPSON, Jersey City, N. J.

#### INTRODUCTORY.

Model and object drawing, drawing from "the solid," drawing from "the round," and drawing from "nature," all mean about the same thing. It may be defined as the direct imitation, or the representation of the appearances of artificial and natural objects, on a surface, usually flat, by means of some marking implement, as a lead pencil, crayon, or brush, guided only by the free hand as an instrument.

Practical work in model and object drawing may be divided into three parts: 1. Drawing the outline. 2. The adding of light and shade. 3. The proper coloring. This paper, and a number of others which are to follow, will be devoted to the first part, or *model drawing in outline*.

#### CLASSIFICATION OF OBJECTS TO BE DRAWN.

For cultivating the faculty of observation, or for gaining real power in drawing, all artists and drawing teachers of experience will admit that no method of procedure can equal that of drawing directly from objects, provided it is intelligently done. On the contrary, if objects are presented in a haphazard manner and no attempt is made to seek out the underlying principles, the exercise may be anything but educational.

For the purposes of pictorial representation, all objects may be divided into two great classes:

1. *Artificial*, or those that are regular or somewhat geometrical in form; or those made by man.
2. *Natural*, or those that are somewhat irregular or accidental in form, as we find them in nature.

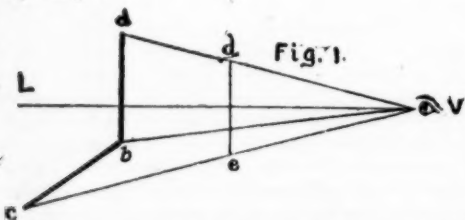
The first class, or geometrical group, may also be divided into two groups, as follows:

- (a). Those that are circular in section, or such as may be formed in the turning lathe; as spheres, cylinders, cones, crockery ware, and vases.
- (b). Those whose surfaces are entirely made up of plane faces bounded by straight edges; as cubes, prisms, pyramids, and all rectangular solids. The first great class, or geometrical group, being founded on definite or fixed principles, which may be easily understood and applied, should be first studied, and when somewhat understood, it may be followed by the second or natural group.

#### OBJECTS CIRCULAR IN SECTION.

We begin with this division because we think the difficulties of distinguishing the facts of appearances from the facts of form are less than in the division with plane faces and straight edges; that is, it is easier to discover the fact than the extent of foreshortening.

By *foreshortening* is meant the lessening in the apparent length of a line, or the apparent width of a surface, when seen obliquely; that is, when it is partly or wholly turned from the eye, or when its ends, parts, or outlines are unequally distant from the eye of the spectator; or again, when turned toward what is called the *line of direction*, or when it makes an angle with it other than a right angle.

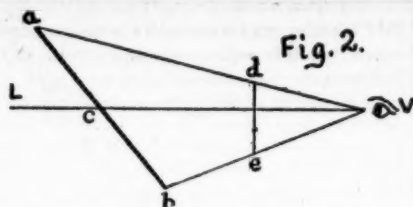


The line of direction is an imaginary line from the eye of the spectator to the central part of the object viewed.

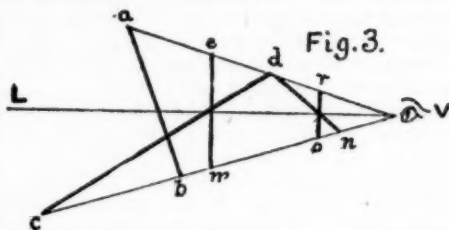
In Fig. 1, although the line *bc* is actually as long as *ab*, yet to the eye at *V*, it appears only one-third as long as *ab*, as marked on the line *ed*. The line *bc* appears foreshortened because it is turned away from the eye at *V*, or toward the line of direction *VL*.

Again in Fig. 2 the line *ac*, which is just one-half of the whole line *ab*, appears to the eye at *V* less than half of *ab*, as marked on the line *de*. The part *ac* appears shorter than the part *cb*, because it is farther away from the eye at *V*. From the above and similar illustrations it may be shown that,—

The apparent length of a line or the width of a sur-



face is determined by the size of what is called the *angle of vision*; that is, the angle formed by two lines coming from the extremities of a line, or from opposite sides of a surface, and meeting in the eye.



Thus in Fig. 3, the lines *ab*, *cd*, *em*, *dn*, and *or*, although very different in real length, all appear of the same length to the eye at *V*, because the *angle of vision*,  $\angle Vc$ , is the same for each. A further study of Fig. 3 and similar illustrations will show that the *visional angle*, or *angle of vision*, may be increased or diminished by one or both of the following processes:

1. By increasing or diminishing the angle that a line or a surface makes with the line of direction; thus the line *cd*, in Fig. 3, which is much longer than *em*, appears of the same length because the angle it makes with the line of direction *VL* is much less than the angle of *em* with *VL*.
2. By increasing or diminishing the distance of the object; thus *em*, although longer than *or*, appears of the same length, because it is much farther from the eye at *V*.

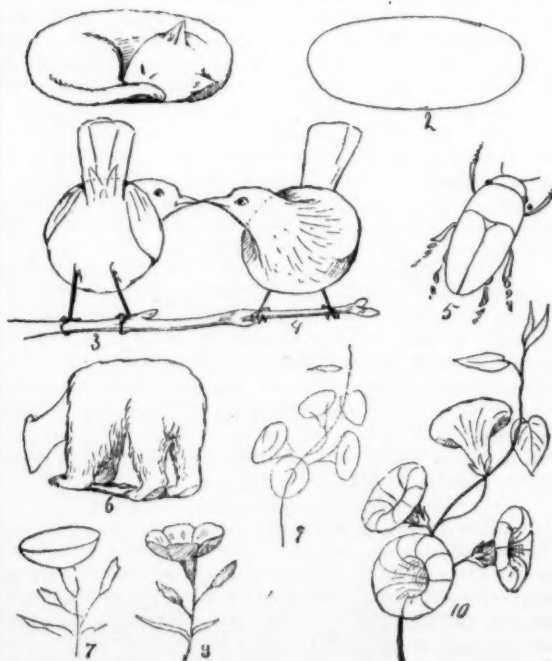
(In the next paper actual objects will be taken up.)

### DRAWING SIMPLIFIED.

By D. R. AUGSBURG, Theresa, N. Y.

(CONTINUED FROM PAGE 294.)

The design now is to show how to see objects as a unit—as a whole. It is very easy to see the many details of an object *separately*, but difficult to see them *together as one*. It is also much easier for the mind to see, and grasp a line, than it is to see and grasp the space that the line encloses. The ability to see and to be able to draw a space is of the greatest importance to the student of drawing and must be acquired before much advance can be made in the art. Thus far we have used the line alone without giving much attention to what the line enclosed. We will still use the line as before, but in addition we will note the space enclosed by the line. Instead of looking three times to draw a triangle (one look for each side), we will try and draw the triangle with one look. We will try, and see simple forms that

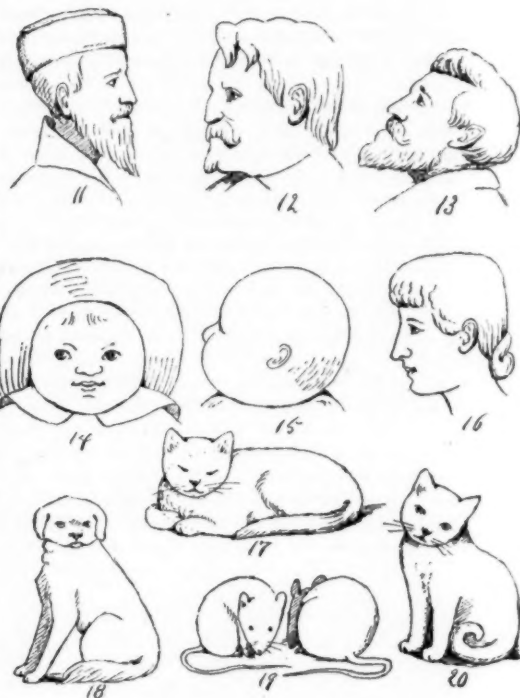


we are familiar with, such as the triangle, square, circle, and ellipse, in complicated forms that we are not familiar with. Instead of working from the part to the whole, we will work from the whole to the part.

For example, look at the cat, fig. 1, as she lies curled up on the floor. The general outline of the whole cat is elliptical, like fig. 2. Without noticing any of the details, draw the ellipse, and then add to the details.

The ellipse will give the general proportion, and will greatly assist the mind in keeping the relation of the different parts.

The bodies of the birds, figs. 3 and 4, are circular. If this circle can be seen before commencing to draw the bird, it will make the work very simple. The shape of the bug, fig. 5, is elliptical, and of the body of the polar bear, fig. 6, square.



When drawing any object however simple it may be, it is well to make, with a light pencil line, a general framework of the object similar to figs. 7 and 9, of the flowers 8 and 10. This will enable the mind to concentrate, first on the general proportion, then on the details. Notice that the flowers in fig. 10 are elliptical, and that the same principles learned when drawing the cylinders are here used in drawing these flowers.

### RHYME AND REASON OF HOUSEWORK.

(Report of a lesson given in the kitchen-garden of the Cottage place industrial school, Mrs. Forman, principal. The class consisted of twenty-two little girls seated around kindergarten tables. Each child was provided with a wash-tub and board, a little bag containing miniature bed and table linen, and garments, flannel and cotton, and another bag full of little clothes-pins.)

What is the first thing to do when we are going to wash? asked the teacher.

"Heat the water," said the children.

What do we put in it?

"Soap."

Do we put in one large piece of soap?

"No, we cut it up in little pieces."

What is done with the clothes?

"We sort them and put each kind by itself."

What clothes do you rub on the board?

"All but the fine pieces."

After the clothes are rubbed out in the suds, what is done?

"We put them in the boiler and boil them twenty minutes."

Do we boil the fine clothes?

"No, we scald them; put them in cold water and heat it."

Why not put them in hot water?

"Because it would set the stains."

What ought we to do with sheets that have not been used for some time, and have turned yellow?

"We must bleach them, wet them and spread them on the grass."

What do we do with the clothes after they are boiled?



"We rinse them in blue water."  
How do we make this?  
"We tie some blue-balls up in a piece of cloth and dip it in the water."  
What else must we do with some of the clothes?  
"We must starch the collars and cuffs and some other things."  
What do we do next?  
"We hang the clothes out to dry."  
What next?  
"When they are dry we take them down, sprinkle them, roll them up and lay them away to be ironed."  
Sometimes we leave them this way over night. Ought we to do that in summer?  
"No, because the clothes would mildew."  
After they are ironed, what must we always do, and why?  
"We must air them, or when we wear them we shall take cold."

After this little talk the children put their knowledge in practice, sorting the fine clothes and rubbing them on the boards, singing:

"In the tub so cheerily  
Our little hands must go,  
Washing all so merrily,  
Washing white as snow."

The kitchen-garden lessons given at this school include dish-washing and table-setting, bed-making and sweeping, clothes-washing, cooking, and the "message-game," in which the children in turn play visitor and maid. The visitor calls, the maid opens the door for her, she inquires for some one of the household, and sends a message; the maid politely asks her to be seated, and tries to repeat exactly what has been told her.

#### A COOKING LESSON.

(Report of a cooking lesson given by Miss Kinne at the New York College for the Training of Teachers to a class of children of the model school.)

The instructor asked the children to tell her different ways of cooking potatoes. "Boiling," "baking," and "frying" were suggested.

What would you do first if you wanted to bake potatoes?

"Wash them and put them in the oven."  
How as to the oven, should it be hot?  
"Medium hot."

No it must be quite hot or the potatoes would not be good. How would you know when they were done?

"The skin would be crumpled." "I would stick a fork in." "I would feel of them." The last was decided to be the best way, and it was noted that the potatoes must be turned while baking or they would cook too soon on one side. Two little girls were then sent to put potatoes in the oven, and the teacher asked another how she would make potato soup.

"I would boil the potatoes, wash them, and put in milk and seasoning."

I see you have the right idea. You remember the pea-soup we made the other day.

The receipt for potato soup was then written on the blackboard: milk, 1 pint; 3 potatoes; onion, 1 teaspoonful; celery, 1 stalk; flour and butter, 1 tablespoonful each; salt and pepper.

How would you put it together?

"I would heat the milk and pour it on the mashed potato."

Yes, that is right. Cut up the onion and celery and put them with the milk to boil. Mash the boiled potatoes, pour on the milk, put them through a sieve, set them back on the stove, and stir in the butter and flour which have been mixed and heated. A pupil suggested that it would be well "to cut the potatoes up in quite small pieces so that they would boil sooner." This was said to be a good idea, and two more little cooks were detailed to make soup. The two boys of the class then made a white sauce of "½ pint of milk, a tablespoonful of flour, and a tablespoonful of butter, heated," as described by one of them. A little girl cooked a carrot, following her own instructions to "wash and scrape it, put it in boiling water, and cooked till soft." Various practical suggestions as to ways and means were given—to cut the onion under water, avoiding smarting eyes and disagreeable odor, and to use no more dishes than was necessary.

Two little girls had been appointed "housekeepers" to clear away and wash the dishes, which they did very neatly. While waiting for the soup to cook, several of the pupils wrote accounts of what they had done. When the soup was ready, the pupils took their seats

and were daintily and quietly served by two of their number. Thus the lesson closed with the pleasant picture of nine little people enjoying the immediate result of their labors.

#### FREE-HAND WRITING.

What are you doing in the way of making your pupils hold their hands correctly while writing? Are you working spasmodically at this? That will never do. Begin again and stick to it until you accomplish your end.

A teacher said to me the other day that he was in what he called the "transition stage;" the pupils were holding their hands correctly, but the writing was "something fearful to behold." There is no need of this. The child who has been pinching his pen and drawing his letters should improve in quality of work as he passes into the easy, graceful flow that follows the establishment of a correct position of the hand.

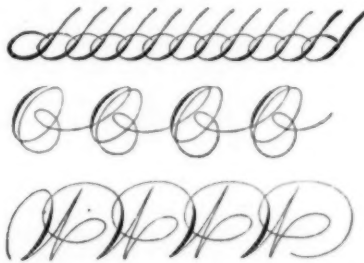
A pupil made this excuse one day when requested to explain why a piece of writing looked so bad: "I wrote that free-hand." "This work was done with the free-hand movement, which accounts for its poor appearance," said a teacher.

Statements of this kind need not be made. There should be no occasion for them. It is true that the first thing demanded of the pupil is freedom of motion. Most teachers interpret this to mean rapidity of motion. *Rapidity at the outset is destructive to quality of work, and also the best training in motion.* There should be a slow, easy movement at first which may increase in rapidity as the control of hand is gained. Remember that legibility is the first end to be secured.

You will not find it hard to convert a thoughtful child to the idea that an essential of good writing is a correct body and hand position.

Sit right down with your pupils and give them the power to hold their pens and penhands correctly. If you do not know how to do this go and learn how. Your pupils are not going to do much better than you do yourself.

Here are some good exercises for them to practice. Put good examples for them to follow on the board, and use a slow, easy, graceful swing in drawing it:



#### SCHOOL-ROOM GAMES.

From the earliest times games and plays have been the joy of children, and, to a great extent, their education also. It will be interesting to teachers to know how the Japanese have used them. The game of battledore and shuttlecock is popular.

"Young girls, dressed in fantastic colors with powdered faces and painted lips, play battledore and shuttlecock. The shuttlecock is a gilded seed in which feathers are stuck like the petals of a flower. This game gives opportunity to show agility, grace, and accomplishments. The hindmost in the game carries the stigma of an ink circle around the eyes."

Games of cards are popular. "One of these consists of a large cardboard laid upon the floor on which are the names and pictures of fifty-three mail stations on the way from Tokio to Kioto. At the Kioto station are put up a few coins or a pile of sweetmeats, while the game is played with dice. Each throw brings the player nearer the goal, and to the one gaining it first the prizes at the end are given. They played 'the game of authors' ages ago, and sometimes as a means of acquiring a knowledge of the writings of Chinese authors, which, under the old regime, was a great attainment for students of Chinese literature." This game could easily be adapted to our customs and be made of great educational value.

The game of proverbs is used by older people. It is played as follows: "There are small cards containing the proverb, with a picture illustrating it on the opposite side, each proverb beginning with one of the fifty

Japanese letters. The children range themselves in a circle and the cards are shuffled and dealt. One reads the proverb and the player, who has the picture corresponding to the sentiment, announces it, and the match is made, and those who thus dispose of their cards first are the winners of the game. Mischief befalls the hindmost; if a boy, he has his eyes blacked, and if a girl, she has a wisp of straw stuck in her hair."

Another game in Japan is educational. "It consists of geometrical puzzles. Certain possible shapes are put on paper as models, and the boys are expected to produce them in wood, which often requires thought and mechanical ingenuity. There is also the ring puzzle, made of rings of bamboo or iron on a bar. This requires aptitude for mathematics or the capacity that distinguishes size and form. Checkers have a popular place in the household, and the number used is three hundred and sixty. Chess and backgammon are used more or less." With us checkers have been popular for many years, even played by those who have condemned the use of any game of cards. As a discipline of the mind it is excellent, but not so good as chess, which for mental discipline cannot be excelled.

Teachers, in earnest to improve their pupils, can find a great deal of pleasure, and an equal amount of profit in exciting interest through the means of games and plays.

#### LESSONS IN CAUSE AND EFFECT.

By ANNA B. BADLAM, Training School, Lewiston, Me.

One of the pleasantest series of lessons that can be given to children, and one which has a great moral effect; can be taken in connection with the oral instruction, without which no school course is complete.

The fact that everything in this great world has its allotted plan and purpose cannot be brought home too early to the child's comprehension, that he may perceive that he, too, has his own little sphere of action in which to move.

The story of "the old woman and the silver sixpence" is always an amusing one for young children, and Miss Wiltse embodies the same idea in a story among her "Stories for Kindergartens."

The idea of the relation of cause and effect once awakened, it is easy to lead the children's minds to the contemplation of the great field of "suppose."

Starting with the idea of the kernel of corn planted in the field, the imagination has full play as the teacher inquires "Suppose the little seed didn't want to grow? Suppose even if the little seed were ready and willing to grow, and yet the sun would not shine, or the rain would not fall? Suppose the farmer did not do his share of the work all summer? Suppose the horse that draws the wagon to mill would not pull? Suppose the miller, who owns the mill would not do his work of putting the corn into the hopper? Suppose, even if the miller were ready the mill stream would not turn the wheels?" etc.

Or, starting with the idea of the clock not doing its work of keeping time, trace the effect upon the awakening of the family, the delay in getting breakfast, the hurry of the head of the house to get to his office, perhaps arriving an hour late through missing a train or a boat; the tardiness of the children of the family at school, etc.

As supplementary to this line of work, the story of "The Little Red Hen," as told by Mrs. Whitney in "Faith Gartney's Girlhood," may be repeated to the class.

The importance of cause and effect may be traced in an infinite variety of ways by the wide-awake teacher. Take for instance, the thaws in early spring, the budding of the trees, the growth of foliage and blossoms, the formation of the fruit, the harvest, the transportation, etc., all giving a sequence of events of interest to the child.

The freezing of the water in a tumbler, the consequent cracking of the glass, may be made to teach the fact that water expands in freezing, in a most convincing way.

The incidental scientific knowledge gained by a child through the awakening of new lines of thought, is of secondary importance when we consider that primarily he learns the great moral lesson of "little by little," whether exemplified by the work of the coral insects, the building of a bird's nest, the building of an ant-hill, or the formation of a honeycomb.

Children cannot be taught too soon the value of little things or the importance little acts may assume. Numerous examples may be given to the children, illustrating the point that important effects may result from slight causes; as, for instance, in the story of "Robert Bruce



and the Spider"; or in the story of Holland's boy hero, who guarded the small leak in the dike all night, by means of his little, feeble hand, thus preventing an inundation. While if we wish to carry the work still farther we can easily make such names as Sir Isaac Newton, Robert Fulton, Benjamin Franklin, familiar to the children, at the same time leading them to feel that thought had to follow in each case the observation of the unvarying law of cause and effect before any important truth could be revealed to the world.

### GROWING AND GIVING.

By M. A. CARROLL.

(It was Miss Lucy's custom after a holiday, or any season or event of public importance, to talk with her pupils about it, asking what part they had taken in the celebration, what they had thought about it, whether they had enjoyed it, etc., the object being to encourage the children to have opinions, and to express them freely and to lead them to get the thought of the occasion. The following conversation took place after Thanksgiving day, the children telling how they had spent the holiday.)

Willie said, "Mamma and papa and my little sister and I went to spend the day with grandmother. She lives out in the country. All my aunts and uncles and cousins were there. Uncle James had hung a swing in the barn, and in the morning we children all went out there and swung and played games. After dinner we popped corn and roasted chestnuts in front of the open fire."

Charles said, "The night before Thanksgiving my father got home from a Western trip on business: he had been away six weeks. We had no company to dinner except a school-mate of my brother's who lives too far away to go home for holidays. So we had a very quiet day, but after dinner father told us stories, and we asked a great many questions about his journey. Then Ralph, my brother's friend, told us something about his home in Louisiana, and altogether I think it was the pleasantest Thanksgiving we ever had."

Frances said, "My Sunday-school teacher had asked her class to help gather fruit and grain and vegetables to trim the church for Thanksgiving day, so we were all anxious to be there and see the result of our work. The chancel rail was wound with grasses and ivy; in front stood a great sheaf of wheat with yellow pumpkins and squashes, and red apples heaped around its foot; the pulpit was hung with ripe ears of corn, and there were bunches of beautiful chrysanthemums on the altar. When the choir sang 'Oh, all ye works of the Lord, bless ye the Lord, praise Him and magnify Him forever,' I thought I understood what it meant, as I never had before."

Miss Lucy said this was a beautiful thought, and then she asked her pupils *how* they thought the fruit and vegetables and grain and flowers could be said to "praise God." Some of the children said "By being beautiful," others, "By being useful, and "By growing." Miss Lucy said, "I think perhaps 'growing' is the best word, though it may not always mean getting larger, because all fruits and vegetables are not beautiful, and flowers usually are not useful in the sense of giving us food or materials for clothing. We also ought to praise God by 'growing'—growing into healthy, sensible, useful, and cheerful men and women. Just now near Christmas we are all thinking of giving, I hope, more than of receiving. What can we give to show our gratitude for all the rich fruit and grain and vegetables that have grown for our food during the past year?"

"We should remember to give to the poor."

"Yes, we ought to remember those who have not money to buy good Christmas or Thanksgiving dinners. That is one of the best ways of showing thankfulness. Think, now, whether we did not have to give something to the earth before we could receive these good things. Some of the pupils said "Seed," and others "Care." Miss Lucy said, "I meant both. Of course there could be no harvest without planting, but if the farmer just dropped the seed into the ground and let it alone, he would not have much of a crop. It must be cared for. Now we are all planting and tending seeds in school-time—seeds of knowledge. You cannot give back very much of this harvest as yet, but some time you will be able to do so to your parents and teachers, and to your country, who provide for your education. Something else that we have received during the past year is love, and we can only pay that debt by giving love back again to parents and school-mates and friends. Let us all try to think this Christmas time how much we have received this past year, and how much we can give with our hearts and hands and our whole lives."

## SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.

### MEETING OF THE TARRYTOWN MUTUAL IMPROVEMENT SOCIETY.

[Members of the society, each wearing a badge marked "M. I. S." march in and take seats on platform. President and secretary take seats by a desk on platform.]

*Pres. (rising and striking a bell).*—We will first listen to the secretary's report.

*Sec., (reading).*—On May 23, a number of the boys and girls of Tarrytown met in the school-building and organized themselves into a society to be known as the "Tarrytown Mutual Improvement Society." It was agreed that there should be no age limit, but that it should be open to all desirous of improvement in any way.

A president, secretary, and executive committee were appointed. Voted, that at all meetings of the society, the president should be at liberty to settle all questions, to offer any suggestions, and to correct any mistakes.

The executive committee reported that at the first meeting, to be held June 9, each member should furnish one item of information, and that there should be an informal talk on the subjects presented.

*Pres.*—You have heard the report of the secretary; if there be no objection, it will stand approved.

We will now proceed less formally.

Henry, we will give you the first chance of adding something to our store of knowledge.

*Henry.*—Well, I read in THE SCHOOL JOURNAL that horseshoes are being made out of cowhide instead of iron.

*George.*—Well, that's an idea! Wish that had been thought of before! A horse's foot is a more sensible place for a cowhide than a boy's back!

*John.*—Yes—I say, "Give the horse the monopoly of the cowhide!"

*George.*—But what's the advantage of cowhide horseshoes over iron ones?

*Henry.*—They say that they are lighter, last longer, and hoofs of horses that wear them never split.

*Pres.*—"It is said" is better than "they say," Henry. We will now listen to what Mary has to tell.

*Mary.*—I read somewhere—in a cook-book, I guess—that the best thing for cleaning jewelry is warm water with a little ammonia in it. Makes it look as good as new.

*Henry.*—Hm! That's no use to us boys, and this is a mutual improvement society.

*Mary.*—Just as much use as your horseshoes to us girls.

*Alice.*—I don't see why girls shouldn't be interested in horseshoes. I read only the other day about a woman in Chelsea, Mass., who has been granted a license to act as a pilot on a certain boat, and about another woman in Atlanta, Ga., who is a very successful watchmaker. There may be women blacksmiths for all we know.

*Mary.*—Well, the cook-book said that ammonia would be found a very useful article for all house cleaning purposes, and a great many men earn their living now in that way.

*Pres.*—Our society is surely teaching us how to think. All information is useful, and if we have more than we need, we can hand it over to some one else. Some one has said, "A well stored brain is a better investment than money in the bank." You all know the old proverb about "an idle brain?" "For aught we know," Alice, instead of "For all we know." George, it is your turn next.

*George.*—I have a question in grammar. In speaking of shad, would you say, "The price has gone up," or "The price has risen?"

*Annie.*—Why, I should say, "The price has risen."

*Alice.*—So should I. But I suppose the fish-dealer would say "gone up."

*George.*—Well, I should say that shad has *roes*.

*Annie.*—Why, George Winslow! "has rose!" Well, you'd reflect great credit on your teacher!

*George.*—Well, hasn't a shad *roes*?—*roes*? They say—excuse me—it is said that Barnum has to explain all his jokes to his wife. Poor man?

*Annie.*—Well I'd like to ask if that's mutual improvement?

*Pres.*—When you come to the study of rhetoric, you'll learn that that is a pun, and a very fair one, too, George.

"A little nonsense now and then

Is relished by the best of men."

Edith, what contribution have you to make?

*Edith.*—I haven't read anything.—I hate to read, but I heard some of the high school girls—my sister goes there, you know—talking about Queen Elizabeth's having 3,000 dresses in her wardrobe! I don't see when she wears them all. I wonder if she wouldn't make me a present of one or two.

*John.*—Oh, she isn't living now, you little goose! She died a thousand years ago.

*Henry.*—Hold on! "Be sure you are right and then go ahead," as some poet or president once said. Not quite so long ago as that. She ruled in England at the time of Shakespeare and Sir Walter Raleigh.

*Edith.*—O dear me! How I wish I knew as much as Henry!

*Henry.*—That isn't very much to know. I learned that by reading Dickens' "Child's History of England," and it's a book that every member of this society ought to read.

*George.*—We have been reading one of Shakespeare's plays in our room at school, "The Merchant of Venice." Wasn't that Shylock a tough one, though? But Portia—she just chewed him up every time.

*Pres.*—Slaug, you know, is strictly forbidden here.

*George.*—I beg pardon. I should have said that her arguments were—conclusive and irre—irre—futable.

*Mary.*—We've been reading about Miss Alcott at my school—her "Life and Letters." And when we read about her death, I really cried. I felt as if I had lost a very dear friend.

*Alice.*—Yes, so did I. I guess everybody loved her. One day, when she was helping about the family washing, she was only fourteen, she was thinking out a beautiful poem at the same time. She called it "Queen of the Suds." In it, she wrote:

"Head, you may think; heart you may feel;

But, hand you shall work away."

And they were all three busy doing all three things as long as she lived.

*Edith.*—Washing clothes? I didn't know as authors ever did such things.

*Mary.*—Well, she did! She did all sorts of things! Why, she supported the family and her father, whom she thought the world of—I never could see how she could—didn't do a thing but dream and address audiences for nothing, and travel abroad at her expense!

*Pres.*—You must respect her father for her sake!

*Mary.*—I can't respect him. He had a wonderful brain, I believe, but what's the use of brains if they can't earn one's bread and butter. Miss Alcott in a letter to her sister, writes: "I have managed to use the inside of my head to cover the outside." Her father couldn't do that, or didn't.

*George.*—Poor man! He was unfortunate. That sounds better.

*Pres.*—Well, we must stop any longer this evening with Miss Alcott. We might discuss her at some future meeting.

*Edith.*—I know I shall read that book now.

*Pres.*—John, let us hear from you.

*John.*—I have a question to ask? I should like to know what the "Original Package" is. I can't take up a paper now-a-days without finding that expression.

*Alice.*—That's what I should like to know. I think it has something to do with the liquor traffic.

*Edith.*—I never heard of it before.

*Henry.*—I found something like this in the Philadelphia Press: "The only genuine original package was filled, not with liquor, but with original sin. And it is still doing business at the old stand."

*Pres.*—That is a subject which it would take the whole evening to discuss, and the time has now come for us to adjourn.

*Alice.*—Well, we have a "Question Box" at our school, and I'll just put that question into it. Guess I'll catch the teacher on that.

*Pres.*—Have the executive committee any program to report for the next meeting?

*Alice.*—The committee would report that the subject, "Common Errors in the Use of English" be discussed at the next meeting.

*Henry.*—I move that the report be accepted.

*George.*—I second the motion.

[President puts the motion. All vote in favor. Meeting is adjourned and all pass out.]

THE JOURNAL is my strong dependence. I feel I could not teach without it. Each number has something that seems written especially for me. J. K. M. Texas.



## IMPORTANT EVENTS, ETC.

Selected from OUR TIMES, published by E. L. Kellogg & Co.; price, 30 cents.

### NEWS SUMMARY.

DECEMBER 13.—An onyx mine in the state of Puebla, Mexico sold to New York men.

DECEMBER 14.—Koch lymph in great demand at New York hospitals.

DECEMBER 15.—The Pope seriously ill.—Russia orders the expulsion of all Jews from the Caucasus who have not permission to reside there.—The largest dynamite gun yet made nearly completed at Birmingham, Eng.

DECEMBER 16.—Judge Cowing refuses to dismiss the indictments of "hoodle" aldermen in New York.

DECEMBER 17.—Capt. Norton's lifeboat, in which he left America some months ago on a trip across the Atlantic, signaled off Gibraltar.—The Portuguese forces in Africa occupy Biha and capture the king.

DECEMBER 18.—Cuba overrun with bandits.—A statue of the late emperor Frederick unveiled by Queen Victoria at Windsor.

DECEMBER 19.—Baron Wissmann recalls Emin Pasha from the interior of Africa.—Snow-storms everywhere in Great Britain.

DECEMBER 20.—Brigham Young's son leads an exodus of Mormons to Mexico.

DECEMBER 21.—The railway men in Scotland decide to begin a general strike.

### RESUME OF EVENTS FOR REVIEW.

#### DECEMBER.

Congress resumed its session, the important papers presented being the message of President Harrison and the reports of the secretaries of war, the navy, the interior, and the treasury. The international copyright bill passed the lower house, and the election bill took up much of the time of the senate. The Dakota Indians stirred with the hope of the appearance of a "Messiah," engaged in "ghost" dances. Incited by Sitting Bull they raided the settlers' homes. Sitting Bull was killed while resisting arrest, and fighting between Indians and U. S. troops followed. Chinamen were reported to be coming into the country at Puget sound. Many of the settlers in Oklahoma are destitute. Gen. Terry, the "hero of Fort Fisher," died. The great work of cataloguing the stars is nearing completion. Dr. Koch's lymph was tried on consumptives at two New York hospitals. The Aztecs of Mexico, who also expect a Messiah, engaged in strange rites. More financial trouble occurred in Argentine. An earthquake was reported in Mexico. Colombia tried to stop Brazilian outrages on her border. A severe hurricane swept over Bermuda. The Newfoundland fishery negotiations came to an end, and there is likely to be trouble in the spring. It was reported that ships go from England across the Arctic ocean to Siberia. There were fierce dissensions between the Parnellites and anti-Parnellites. Princess Wilhelmina succeeded to the throne of Holland. An earthquake occurred in Austria. China took an important step by accepting silver as money.

#### QUESTIONS.

1. What object has the president in sending a message to congress?
2. What would be the effect of an international copyright law?
3. Mention the principal wars between the Indians and the U. S.
4. For what is the Mongolian race noted?
5. Tell about Oklahoma. What Indian tribes live in that vicinity?
6. Describe the taking of Fort Fisher.
7. What ancient nations were noted for astronomical knowledge?
8. How does Dr. Koch profess to cure consumption?
9. What service did Bolivar render to South America?
10. Why are the tropics subject to severe hurricanes?
11. Tell about the French fishery dispute.
12. Describe the colonial possessions of Holland.
13. Name the most populous city on each of the continents.
14. Why is it desirable to bridge the Hudson at New York?
15. Explain why there are now very few buffaloes in the United States.

### STUDYING HISTORICAL CHARACTERS.

The teacher may, by the discussion of current events in school, greatly increase the interest in the study of history. The historical personages studied will become real to the pupil, instead of shadowy beings. Take the item recently published, for instance, about the proposed erection of statues in Buffalo of Red Jacket, De Witt Clinton, and La Salle. The pupils might be asked to search for incidents concerning these remarkable men. Who was Red Jacket? How did he get that name? What were his relations to the British during the Revolution and to the United States after that war? What tribes were known as the Six Nations? What was Clinton's great work? What were its effects on the prosperity of New York state? Describe the explorations of La Salle. How did France profit by

them? (Encourage the pupils to look for information concerning these men in histories, cyclopedias and other books. Each will add something. Have them explain things? Ask them why La Salle braved the wilderness and its savages in order to explore the Mississippi region, why Clinton so earnestly pushed the canal scheme, etc.)

MORE CONGRESSMEN.—The House of Representatives passed the new apportionment bill increasing the number of members in that body to 350 after March 3, 1893. The request of New York City for a recount was refused. What is an apportionment?

AN UNDERGROUND RIVER.—While some workmen were boring for a well near Jacksonville, Fla., they struck what is supposed to be an underground river. The water gushed forth with such force that they escaped with difficulty from being drowned. It soon had worn a channel to the dry bed of an ancient creek and finally found its way to the Appalachicola, into which it continues to flow. Fish have been thrown out by the thousands, some of them unknown before, and all of them without eyes. Why are fish in underground streams without eyes?

A METEOR IN ALABAMA.—A meteor fell near Montgomery, splitting into three portions as it neared the ground. Two of the fragments were white hot when inspected. One of them in falling struck an apple tree which it entirely consumed. A scientist says they contain meteoric iron, and he believes granite in a vitreous state.

GEN. TERRY'S DEATH.—The death of Gen. Terry, one of the best generals on the Federal side during the war, took place a few days ago. His best known performance was the taking of Fort Fisher. After that he commanded an army corps. Since the war he has had command of several important departments.

AZTECS EXPECT THE "MESSIAH."—These people have a Messiah craze very similar to that of the Indians in the Dakotas. They believe he will soon appear to expel their enemies and restore their power. The Cholula ruins of an old Aztec temple is their Mecca, and about this hundreds of them gather and indulge in dances and religious rites. The prophecy is that the volcano Popocatepetl will overflow the country with lava, which will destroy all but the Aztecs. What do you know of the Aztecs?

IRISH DISSENSIONS.—Such serious dissensions have broken out among the Parnellites and anti-Parnellites that, unless they are soon healed, the cause of Home Rule appears doomed. In the meantime the Tories evidently enjoy the situation. Mr. Gladstone stands aloof from his allies until they settle their difficulties. What is meant by Home Rule?

CURE FOR DIPHTHERIA.—It is said that the new reputed cure for this disease was discovered by a peasant whose son will experiment with it under Dr. Koch's direction. It is a fluid which is painted on the ulcers and causes them to burst open. It also produces vomiting. The patient becomes exceedingly thirsty, but is not allowed to drink any fluid for an hour after his throat has been painted.

THE NEW YORK CANALS.—Owing to the progress of the railroads the canals have been losing ground. New York owes its prominence as a commercial center in great part to these waterways because they help to reduce the freight rates from the West. New Yorkers are taking action to have the legislature do something to improve them. Tell about the origin of the Erie canal.

FROM LONDON TO SIBERIA.—In October last, goods that left Yeniseisk, 1500 miles up the Yenisei river, three months before, were safe in the London docks. They came all the way by water. The successful navigation of these Arctic waters is due to the explorations of Captain Wiggins, which took several years. Some of the articles that may be obtained from Siberia are lumber, grain, and gold. These will henceforth be exported in large quantities. Considerable knowledge will be obtained of portions of Asia, before unknown, as the Yenisei is navigable 2,000 miles from its mouth, and the Obi is equally accessible to sea traffic. Tell about the physical features of Siberia.

AN ATLANTIC COAST STORM.—A severe storm occurred December 17 that caused much damage, especially on the New Jersey coast. It gathered between St. Louis and Chicago, and was the result of two high atmospheric pressures, one in the country of the St. Lawrence and the other southwest of St. Louis. The course was northeastward to the coast. Explain the cause of winds.

SITTING BULL KILLED.—This chief having excited the religious frenzy of the Dakota Indians, giving rise to danger of an Indian war, police were sent to arrest him. Sitting Bull had said he would never become an agency Indian and would be the last one to give up his rifle. He therefore resisted arrest, and during the fight was shot dead. The slain chief was a man of considerable intelligence. Name some famous Indian chiefs.

### OF SPECIAL INTEREST TO PUPILS.

HOW GLACIERS ARE FORMED.—These have their origin among the mountains whose tops are covered with perpetual snow. Snow that falls there melts very little, even in summer, so that in valleys of a great height it becomes very deep, and the lower layers become icy, as a snowball does when it is squeezed. During the day the upper crust melts, and the water sinking down solidifies the lower layers. From this melting and freezing the mass of snow is soon changed into a sea of ice.

THE MOVEMENT OF GLACIERS.—The whole mass of the ice is slowly moving down the valley, in some cases only a few inches a day, and in others several feet; but this mass above does not decrease in quantity, because snow is continually falling on the mountain tops, and ice is forming. Scientists differ somewhat as to the cause of the movement, some attributing it to gravitation, and some giving other causes, as pressure.

STRIATIONS AND MORAINES.—Where the glacier has passed through a valley, the rocks will be found to have markings on them. Sometimes these scorings are very broad and deep, for the immense rocks the glaciers carried were like strong, powerful tools in the grasp of a mighty engine; sometimes the lines are as fine as those of a fine engraving. They usually run all one way, and, by looking at the direction in which the lines run, one can tell the direction in which the glacier moved. When the glacier melted it left a great amount of drift, consisting of sand, gravel, and stones. Specimens are found in Vermont, Massachusetts, Connecticut, New York, and other states.

ICEBERGS.—Travelers to the Arctic regions see a very remarkable result of the formation of glaciers. When the end reaches the coast the vast overhanging weight, together with the action of the waves, causes large pieces to be broken off. These are known as icebergs. They float toward the warmer regions southward, and are gradually melted.

BIRDS IN JAMAICA.—Birds were once plentiful, but there are now very few on the island. The chief cause of this decrease is due to the introduction of the mongoose from the East Indies. Formerly Jamaica was so scourged with rats as to seriously decrease the crop of sugar cane. The mongoose made short work of these rodents; and then turned its attention to the lizards and snakes (which in Jamaica are always harmless), the eggs of quail, a bird formerly most abundant, and all other ground-laying sorts, or any of the feathered species which came within its reach. Poultry were devastated, the sole exception being the guinea fowl, the hardness of the shell of its egg defying the teeth of the mongoose. The mischief wrought by this animal, is seen in the development of ticks, which were formerly kept under by their natural enemies, the birds. These insects now infest the vegetation of the entire island except that found on the higher altitudes. Human beings exhaust their energy in freeing themselves from them, while many cattle fall victims to their attacks.

AN ADIRONDACK PARK.—It is proposed to turn the Adirondack region, comprising about four million acres, into a state park. This would allow the protection of the fish, game, and lumber. It is said the plan can be carried out without disturbing those who hold farms in that region.

A MASTODON FOUND.—Forty miles west of St. Thomas, Canada, the bones of a mastodon were found in a grave 35 by 21 feet. They were in a bed of marl and were about six feet below the surface. The length of the animal is, from the point of the nostril to the root of the tail, about twenty-two feet. This is greater than that of the celebrated mastodon giganteus discovered near Newburg, N. Y., in the summer of 1845, and the skeleton, as a whole, is larger and more complete than any that have been found in Kentucky, Ohio, Missouri, California, or Oregon.

SILVER FROM VOLCANOES.—It is rare that silver is found in volcanic ashes. The first sample was obtained during an eruption of Cotopaxi, in July, 1885, in the ashes of which Mr. J. W. Malet proved the existence of one part of silver in 83,000 parts of ashes. The next year a violent eruption of Tunguragua, in the Andes of Ecuador, between fifty and fifty-five miles from Cotopaxi, took place. The ashes contained silver to the extent of one part in 107,300 parts of ashes.

WHAT IS RATTAN?—Every one knows that chairs and many other pretty articles of furniture are made of rattan. It is a climbing vine found in the Celebes and other Malayan countries. Starting with a trunk as thick as a man's leg, it winds through the forest, now wrapping a tall tree in its folds, like some gigantic snake, and then descending again to earth and trailing along in snake-like curves until it can find some other stately tree to fasten and climb upon in its pursuit of light and air. The rattan is a water carrier. The thirsty traveler has at all times a tumblerful of cool, refreshing water at his command by cutting off six or eight feet of it, and putting one of the severed ends to his mouth, or holding it over a dish to catch the water.



## CORRESPONDENCE.

Correspondence is welcomed, provided that it is written upon one side of the paper only, and is signed with real name and address. Many questions remain over until next week.

## THE ORIGIN OF COLLEGES FOR WOMEN.

In any important revolution, civil or social, we are interested to know the time when, the place where, and the persons through whom it had its origin. The founding of regular colleges for women was a prime factor in a great educational and social revolution. It opened to them the whole field of science and of art, and gave to them the entrance to all the professions.

In 1851, a meeting was held in the consistory room of the Second Dutch Reformed church in Albany, at which were present, Rev. I. N. Wyckoff, D.D., Hon. Amos Dean, LL.D., and Hon. Luther Tucker, of Albany; Rev. N. S. S. Beman, D.D., of Troy; Rev. Henry Mandeville, D.D., of Hamilton College, and others. The gentlemen named were constituted an advisory council.

The object of the meeting was declared to be "the founding of an advanced college for women, which should hold rank with colleges for men, and, with similar equipment, furnish equal advantages for the highest and best liberal education of women to be honored with the same academic degrees." And it was unanimously resolved that an effort be made to found such a college. At a subsequent meeting the city of Auburn was selected as the location of the proposed college. In January, 1852, the Regents of the University gave it a charter under the name and title of "Auburn Female University." In 1853 a change of location was decided upon, and the university was removed to Elmira; and in 1855, it was rechartered by the legislature, and its name changed to Elmira Female College. During the summer of 1855 the college building was completed, was dedicated in September, and was opened for students in October. After a full course of study, (confessedly modeled after the course of study at Hamilton College) the first class in Elmira Female College, seventeen in number, graduated, taking the usual first academic degree of A. B.

This was the first class of women that ever emerged from college halls thus equipped, and Elmira the first woman's college in the world legally authorized to confer academic degrees. The first president was the Rev. Augustus W. Cowles, D.D.

Other colleges exclusively for women soon followed.

In April 1857, Ingham University, at Le Roy, Genesee county, was chartered by the legislature. The writer is unable to state the year of its first graduating class, the number in the class or the name of its first chancellor. A letter of inquiry addressed to the "chancellor or vice-chancellor," met with no response; and inquiry at Albany shows that there is no record of those matters in the office of the Regents of the University.

In January 1861, the legislature gave a charter to Vassar Female College, and in 1867 changed the name to Vassar College. The first president was Milo P. Jewett, LL.D. The first class, four in number, graduated in 1867.

These were, doubtless, the first three colleges for women holding the same rank with colleges for men.

Several so-called female colleges, both in the United States and in England, had a prior existence, but they are simply ladies' seminaries of a high order without college powers and privileges, granting certificates and not academic degrees.

Rhinebeck, N. Y.

M. P. CAVERT.

## AN INCIDENT.

In my school was a very mischievous boy, sixteen years of age. He had several times provoked me to punishment, but when called upon to answer for his misconduct would in some way excuse himself. But there came a day that so exposed his intentions that there was no possible way of blinding me to them. The first recitation of the afternoon was his grammar. He had just taken the recitation seat when a lady of the district came to the door. When he saw her he drew his coat collar up to his ears and took the seat on the opposite side of the school-room. I don't think I could express my feeling, and what to do was the question. I maintained my composure, seated the lady and while we were having a short conversation I was trying to decide the best course to take in this case. I finally saw the lady was the one to receive the apology, so I called his attention and said: "B—, what have you to say to the lady for your appearance when she entered." With an angered look he said, "Not any." I replied he might take his seat and later we would have an understanding. Not long after he asked to be dismissed, and with the assurance his folks requested it I allowed him to go.

Soon after recess there was a rap at the door. I answered, and to my astonishment saw the offending scholar. "Will you please close the door," he said. I did so. "You may tell the lady I am sorry I did that." I thanked him for his manliness, and promised to report to the visitor. I did not forget to do this, and also felt that there was much more to the boy than I had thought. Don't we, as teachers, judge too much by outward appearance and fail to test the real character of pupils?

A READER.

## SIGHT SINGING.

The readers of THE JOURNAL are interested in having singing by sight taught in their schools. Too many continue the old system of hammering a few songs into the heads of the children, who leave school without more knowledge of music than when they entered it. I have suffered from this system like hundreds of others and the time and labor I have bestowed upon it is incalculable. I tried teaching on the Hullah system, but that

failed, so I worked out one for myself. The inspectors were amazed to hear a number of laborers' children singing as easily at sight as if they were reading a book—singing accidentals and modulating into different keys with perfect ease. I have taken adult classes, who knew nothing of music, and at the end of an hour's lesson, they have sung exercises in 8 keys, and a couple of part songs, with no instrument, and this from the old notation.

I remember on one occasion some ladies remarking it was quite "uncanny." I have sent the little manual to hundreds of people, who find it most useful. Dr. Hinton says in an article: "It is marvelously easy to be grasped and impregnable in its simplicity." The little manual, besides explaining the system, contains about 15 part songs. I have kept the price down to 2d., so that each child in a class may have a manual. I shall be happy to send copies to any of your readers, and only one manual would cost 3d. post free. HELEN J. TUPPER CAREY. Salisbury, England.

Is the Farmers' Alliance a political body and if so what are its aims?

It is an order of farmers which from small beginnings has spread, in a very short time, to all parts of the Union, being especially strong in the South and West. The Alliance, while claiming to be political, disclaims any partisanship or sectionalism in its action. If it accomplishes the object of destroying sectionalism, which some politicians have so zealously fostered, it will not have lived in vain, even though it fails in all else. But it has several other irons in the fire, among which are the establishment of sub-treasuries, the restoration of silver to all the rights and qualities of legal tender which gold possesses, the issue of government currency direct to the people, equalization of taxes, prohibition of alien ownership of land, ownership and control of transportation lines by the government, limit of public revenues to the economic administration of the government, graduated taxation of incomes, and the election of United States senators by direct vote of the people. The substance of the sub-treasury scheme is that the government shall receive hay and grain to be stored in certain designated localities and loan money to the depositors at a low rate of interest. The Alliance demands that "our legislation shall be so framed in future as not to build up one industry at the expense of another," and that the existing "heavy tariff tax" be removed from the necessities of life. The order proposes to have a presidential candidate of its own in 1892.

1. Will you please tell about Margaret Sidney—where she lives, how old she is, where born, etc. 2. How would you read the decimals, .5047 and .02548? 3. Who built the Monitor?

1. She is a writer of juvenile stories. D. Lothrop Co., Boston, probably can tell you something about her personally. 2. Five thousand forty-seven ten-thousandths and two thousand five hundred forty-eight hundred-thousandths. 3. John Ericsson.

I should like to know just what is meant by "grammar grade," and what course would be best to take to fit one to teach in that grade. M. L. P.

The city schools are divided into primary and grammar schools; the teachers of the latter are examined in grammar, history, geography, physiology, arithmetic, some natural philosophy, geometry, and algebra; the standing required is not so high as a state certificate or normal school diploma demands; it is about that of a first grade license.

In teaching beginners to write, would you rule their slates with two lines or with four? J. A. FLYNN. Penna.

The slates of primary pupils are ruled with two usually; some rule with four. With two lines the height of the small letters is shown; with four that of the looped letters; but to say the loops are three times the height of the small letters is clear enough.

Will you give the correct census report for the U. S. and Ohio? How can I obtain the correct location of Oklahoma, and is it not a distinct and separate territory of the U. S. FRANK.

The population of the United States is 62,480,540, of Ohio 3,666,719. 2. Several subscribers have asked this question. See the map of Oklahoma in issue of Dec. 30.

1. How many pensioners are there now on the rolls? 2. When will the payment of pensions cease?

The report of the pension commissioner for 1890 gives the following figures: Army invalid pensioners, 392,809; army widows, minor children and dependent relatives 104,456; navy invalid pensioners, 5,374; navy widows, etc., 2,460. 2. Although the war of 1812 ended seventy-six years ago the names of 413 survivors of that contest are on the rolls and 8,610 widows are still drawing pensions. We can safely count on our Civil war pension list holding out sixty years, and perhaps longer.

In the issue of the 25th of October you say, p. 234, the pronoun can be used as an objective complement. I agree with that, but I cannot agree with you as to the examples given. You give: "My friend surprises me." Is not me an object complement? An objective complement completes the predicate, and belongs to the object, or, is an attribute of the object. I give the little boy's speech to his mother after a visit to a Quaker aunt as an example: "She called me thou." T. B. LEWIS. Ogden, Utah.

## THE EDUCATIONAL FIELD

## NEW YORK STATE CERTIFICATES.

Candidates for state certificates must have had two years' successful experience in teaching. The subjects for examination are in two groups. 1. Algebra, arithmetic, American history, geography, grammar and analysis, orthography, penmanship, physiology and hygiene.

2. Astronomy, book-keeping, botany, chemistry, civil government and school law, composition and rhetoric, drawing, general history, general literature, geology, methods and school economy, plane geometry, physics, zoology.

Latin through the first three books of Caesar's Commentaries, or the ability to read at sight French or German, written in a plain style, will be accepted in place of zoology or astronomy.

A standing of at least seventy-five per cent. is required in each of the subjects of Group 1, and an average standing of at least seventy-five per cent. in the subjects of Group 2; but no paper whose standing shows less than fifty per cent. will be considered in this average.

All candidates who attain the required percentage in five or more of the designated subjects, in addition to orthography and penmanship, but not in all, will be credited, for those studies in which they shall have passed, and a partial certificate to this effect issued. The remaining subjects can be taken up at subsequent examinations, but not later than the second year thereafter. This gives to candidates opportunity for three distinct yearly trials.

The examinations will be open to candidates residing in any part of the state, and to such residents of other states as shall declare it to be their intention to teach in this state.

The state certificate is for life, and the holder can teach in any of the public schools of the state, but in cities where a special charter exists it may not be recognized.

All work should be of the best quality. The papers will be criticised as the work of teachers,—not as that of mere pupils; twenty-five per cent. of the credits of the paper on composition and rhetoric will depend upon the general excellence of all papers submitted, with reference to neatness, order, punctuation, capitalization, etc.

ARITHMETIC: The candidate should be familiar with the analysis of problems and deduction of rules, particularly in the elementary operations, common and decimal fractions, percentage and its applications, ratio and proportion, and mensuration, and should give strict attention to arithmetical theory as well as practice. The composition of problems to illustrate rules or principles may be required.

ALGEBRA: Special attention must be paid to the laws of signs and of exponents, the transformations of equations, factoring, the derivation of rules in the various operations, quadratic equations, radical quantities, proportion, square and cube roots, and the expansion of binomials, with or without numeral or literal, positive or negative co-efficients and exponents, by the binomial theorem.

GEOMETRY: Note especially,—(a) general propositions, i. e., those relating to any polygon; (b) the actual and accurate construction of problems with dividers and ruler; (c) the solution of arithmetical and algebraic problems involving geometrical principles, particularly in relation to the right-angled triangle, squares, rectangles, circles, areas of similar figures compared, and proportional lines.

GRAMMAR AND ANALYSIS: Note the proper use of capital letters, abbreviations, and marks of punctuation, the definition of terms, parts of speech and their modifications, inflections, rules of syntax, the analysis of sentences, including principal and subordinate clauses and the modifiers of the different parts composing the same, and constructive work illustrating any of the foregoing.

DRAWING: Attention should be given to the study as considered from an educational point of view, together with its application to the practical uses of life. In the mechanical department, accuracy and correct methods should be studied; while in free-hand work from the object, relative proportion of parts should be most carefully looked after. Sketching from familiar and convenient objects will form a portion of the examination in this subject.

GEOGRAPHY AND AMERICAN HISTORY: Special attention will be given to the Empire state, but not to dates, events, or localities of trifling importance.

In the examinations for 1891, there will be five questions upon the philosophy of education, and five upon practical school-room topics. Five days will be devoted to the examination. Candidates entering the examinations for the first time must submit letters in reference to experience and moral character.

## INDIANA AND OHIO SUPERINTENDENTS.

At the meeting of Eastern Indiana and Western Ohio superintendents at Hamilton, (Dec. 4, 5), the question "How teach the branches of study so as to keep alive the pupils' interest in them after the school days are over," was discussed. Part were of the opinion that the function of the school work was to develop the mental power of the pupil so as to equip him for the practical duties of life. Others thought that in addition to this, the course ought to be broad enough to develop not only the mental power of the pupil, but a love for a general course of reading and an interest in those things which beautify life. Another topic was, "What school work is it reasonable to expect teachers and pupils to do outside of school hours?" Another was, "Is cramming for examinations conducive to good?"

"General exercises—what shall they be, and how shall they be conducted?" was well discussed. Dr. Bennett said reading the Bible was a good exercise and it could be attended by comment, if the comment or opinion was of a healthy, moral tone. It was found that the reading of the Bible was an exercise very generally em-



ployed. Bible reading in schools is a matter, however, that is largely influenced by local public sentiment, and most superintendents very wisely deferred to this public sentiment. General exercises of a literary nature, on some afternoon of the week, is a very good thing to turn and broaden the minds of the scholars. It was found that but few boards of education in cities dictated in the matter of general exercises, and left the whole matter to the taste and inclinations of the many teachers to have reading of the scriptures, prayer, or song, just as they chose. Mr. Morgan, superintendent of the Cincinnati schools, said that Bible reading had been abolished in Cincinnati since 1870. In regard to literary clubs in high schools, the consensus of opinion was that their presence was always attended by much good, no matter how they are conducted, or how limited or general the exercises. Voluntary literary work, as opposed to compulsory literary work, was touched upon, the adherents of the former claiming that compulsory literary work created a distaste among scholars for any future or outside literary reading or work. The majority of opinions, however, was that literary work which was compulsory brought the best results.

GEORGIA HOPLEY.

THE whole country is waking up, as never before, and it isn't a spurt, but the result of a settled conviction that we have a science of education. In a recent institute at Houston, Texas, Superintendent Sutton said, "Blessed is the man that lives." This is good. Dead men have no place in this world. The whole institute was filled with this spirit. Teachers' papers were commended, among them THE INSTITUTE and THE SCHOOL JOURNAL. Psychology was handled by those who had studied it; many sound principles were advocated in teaching reading and literature, and there was no doubt experienced about the existence of a science of education, and the necessity of all teachers to understand it. The educational grip has taken strong hold of the Lone Star state.

THE meeting of the Southeastern Ohio Teachers' Association was held at Pomeroy, November 28 and 29. Hon. Abram Davies delivered the address of welcome. Prof. John M. Davis, president of Rio Grande college, responded. Prof. A. E. Price, of Logan, read a paper, "Why Should we Study Pedagogy?" Why do those preparing for law study its principles; ministers, the principles of theology? To prepare them for work, and such being the case should we not, as teachers, study the principles of this science? The professor thinks that while many become good teachers without studying pedagogy, that they will become better ones by making this a special study, and that physiology and pedagogy are not such hard studies as they appear to be. At the evening session, Prof. Charles Bowersox, of Otterbein university, delivered the annual address, which was an able effort and thoroughly enjoyed by all present.

At the Saturday morning session the subject of psychology was under discussion, and the following thoughts were brought forth: Supt. Mohler, of Gallipolis—Teachers should know enough of psychology to be able to distinguish what teaching is beneficial from what is detrimental. Prof. Kinney, of Marietta, referred to a tendency of colleges and universities to cut down their curriculums and introduce more practical work. Supt. S. P. Humphrey, of Middleport—There have been many improvements in the industrial world, but there is no patent method by which the mind can be more rapidly developed. Supt. Wheaton, of Athens—Teachers can learn from books as well as teaching. Miss Anna R. Barton, of Logan, read a paper on "Methods of Teaching History." Papers were read by Prof. C. O. Clark, of Rio Grande, "The American Teacher," and Miss Ida Fickle, of Logan, "Primary Reading."

GEORGIA HOPLEY.

"THE readers of THE JOURNAL must be the live educators of the country," said a publisher lately: "ten years ago the teachers did not seem to take an interest in anything outside of their school-rooms, but we notice a great change—it must be the preaching of the new education ideas that has produced it." Every publisher and nearly all advertisers in THE JOURNAL have felt that the teachers were rousing from their apathy and taking an interest in the things of the outside world. It is now worth while to spread advertisements before them. Certainly the readers of THE JOURNAL are among the most wide-awake people in the country.

THE teachers of Pittsfield, Mass., have done the right thing in organizing a club for mutual improvement. They realize that the world is moving, and that they must move with it or be left behind. Among other ques-

tions, they are asking, "How far am I, personally, responsible for the existing conditions? Am I one of the 'time-killers' who welcomes the hour of dismissal as the gladdest hour of all the day? Do I make a monopoly of my little rush light, hiding it under the bushel of the four walls of my own school-room, or have I no rush-light at all? Do I do nothing to make the public respect me, or my calling?" These questions have a wider application than in old Berkshire county.

THE Lowell, Massachusetts, training school, in charge of Mrs. Julia M. Dewey, has become an essential feature of the school system of that city. Psychology, history of education, school economy, methods in arithmetic, reading, spelling, language, geography, physical and vocal culture, visible speech, phonics, penmanship, music, drawing, kindergarten, form the course of study. The teachers are instructed in both primary and grammar methods, and thus learn to recognize the continuity and connection of the two grades of work. The aim is to prepare young ladies to begin teaching with an intelligent comprehension of their work.

There are three classes, each in session for a year. In all, a study of psychology, laws of the mind, and of the principles of education is pursued. During the second year the pupils go out to practice what they know, in the city schools. Those return to the training school for the last year's instruction, whose work is approved—for the principal visits them steadily while they are teaching.

This is a plan that must meet with approval, and stands out distinctly from many so-called training schools where there is a mere study of algebra, literature, geometry, etc. There are too many of these. Miss Dewey has two permanent assistants, Miss E. H. Radcliffe, of the Oswego normal school, and Miss Keyes, of the Salem normal school. The annual report well says, "We are wonderfully fortunate," in selecting these teachers.

It is well known that the Hon. Henry Raab, former state superintendent of public instruction of Illinois, has been elected by 35,000 majority over Dr. Edwards, the present officer. At this distance this did not seem to mean anything more than that Mr. Raab is more popular than Dr. Edwards. But if it is a fact, as *Intelligence* intimates, that he is opposed to compulsory education, especially the compulsory teaching of English, and the people understood his views, and put him where he is on account of them; this gives a different aspect to the whole matter. There are educational issues in Illinois and Wisconsin that are not found in the New England states and New York. German is taught in some New York City schools, and no one seems to care, and, as to a compulsory attendance law, everybody is in favor of it in theory, but quite indifferent as to its practical enforcement.

At the Illinois State Teachers' Association at Springfield, December 29, 30, 31, among other subjects they will discuss the county superintendent and the normal school. These are two good subjects. Can the discussers really speak their minds? We think Col. Parker will when he proposes to tell how the normal schools may be a greater benefit. If we should be asked how to improve the county superintendent, we should say, "Don't elect him." As to improving the normal school, we should reply, "Have the student begin to study education, and practice it the first, second, third, and every other day he is there."

A NOVEL and profitable reception was lately held at the Plattsburgh high school. It was termed a "tete-a-tete social." Everyone was furnished with a program upon which were printed the subjects to be talked upon, with blank spaces to be filled in with the names of those who were to talk. Each speaker was allowed three minutes and those who wandered from the subject were fined \$5, the money to be used for the benefit of the high school library. Vocal music also formed a prominent feature. The reception was a complete success; the plan might be tried elsewhere with profit.

THE number of teachers' meetings seems to be on the increase. At a teachers' meeting recently held in Plattsburgh, N. Y., Miss Alice Riley presented a reading exercise with pupils from the second grade. It brought out much discussion in which many of the teachers took part.

THE teachers of southern Ohio met at Waverly, Nov. 28 and 29. The meeting was said to be the largest one in the history of the association. Addresses were deliv-

ered by Prof. Janney of Chillicothe, Attorney Caldwell, Supt. Kinnison, and others.

THE idea of public school savings banks seems to be gaining ground. A neat little depositor's card is received from public school No. 17, of Buffalo, N. Y. The principal, Miss Hawkins, takes this as a means of training her pupils to habits of economy, and preparing them for an honest and independent life.

WALTER S. GOODNOUGH, superintendent of drawing in the Columbus schools, has resigned to accept a similar position at Brooklyn. Miss Helen Frazor was appointed to succeed him in the Columbus schools at a salary of \$1,600 a year.

#### NEW YORK CITY.

At the regular meeting of the New York branch of the Association of College Alumnae, Miss Lida D. Scudder, of Wellesley, read an interesting paper on "The Relation of College Women to Social Needs," in the course of which she said, "Our peculiar and immediate duty now as college graduates is the support of the college settlement in Rivington street. Let us make this the pioneer of other homes like it, devoted to the uplifting of the people. The dominant note of all practical philanthropy is the establishment of personal relations between the rich and the poor, the cultured and the illiterate."

Miss Jean G. File, head-worker of the college settlement, said: "There are two or three new branches of work which we have taken up this year. These are religion and politics, both rather dangerous subjects, I believe. We have started cautiously, on Sunday afternoons what we call vesper singing. Our attendants are usually young people from 14 up. They are people who never go to church, and we consider it something of a triumph to persuade them to come and maintain the order expected of them in a church. Some time ago we started a male chorus on Sunday nights. The young men came with their hats on, and kept them on; they sat upon the tables, and smoked. Now the odor of cigar smoke has disappeared, hats are promptly removed at the door, and it is necessary to shake hands with them, and bid them good-night very emphatically to remind them to go home at half-past nine. They themselves have organized a club, and asked permission to hold it in our house, and when we suggested that, as they are about 19 years old, they devote themselves to the study of what every man ought to know before he begins to vote, they fell in very readily with our ideas. So now we are teaching them civil government. Our principal need just now is for helpers to assist us on 'yard day,' and 'library day.' We open our yard to the children on Saturdays to swing in and play in, and dig in the sand-heaps. On library night the people come to exchange their books, to put money in the Penny Provident Fund, to play games and chat for awhile. We need people to come down and take their hats off, and their coats off, and above all, their gloves off, to talk and listen, to play games, and help make the evening pleasant and a success."

THE funeral of Charles Gates, late principal of grammar school 35, of this city took place in Newark, N. J., and was largely attended. Floral gifts by the pupils and teachers of No. 35 were on the casket. A delegation of pupils formed on each side of the hearse and marched to the cemetery, testifying to their appreciation of their teacher. Mr. Gates was graduated at the Westfield normal school where he breathed the atmosphere of the new education. Beginning in the lower classes of No. 35 in 1852 he rose to be principal and held this post 12 years. He patterned his work after ideas gained from Pestalozzi and other great educators. The excellent morals of No. 35 in a large measure is due to the spirit and energy of this noble and conscientious teacher.

MR. WM. HAMILTON GIBSON, the well known artist and illustrator, has accepted charge of the illustration class of the New York institute for artists and artisans. A department of architecture is also added.

#### Round Trip Ticket to Jamaica, W. I., via Pennsylvania Railroad.

The Pennsylvania Railroad Company announces that beginning on December 15th, round trip tickets to various points on the island of Jamaica will be placed on sale at the principal ticket offices. The route is over the Pennsylvania Railroad and Atlantic Coast Line to Port Tampa, Florida, and thence by the new steamer service, which has just been inaugurated by the Plant Steamship Company. This route greatly reduces the length of the sea voyage, while it also avoids the rounding of Haiti. The fine winter climate of the West Indies, and the great Jamaica International Exposition opening on January 27th, and continuing four months, will no doubt stimulate travel to the summer Isles. The round trip rate from New York is \$132.00; Philadelphia, \$128.00; Baltimore, \$124.00; Washington, \$122.00, with proportionate figures from other principal points. The rate includes state-room and meals on the steamer, which leaves Port Tampa every alternate Thursday after December 4th. The return coupons are valid until May 31st, 1901.

When you ask for Hood's Sarsaparilla do not be persuaded to buy any other preparation.



## BOOK DEPARTMENT.

## NEW BOOKS.

**THE MORNING HOUR: A Daily Song Service with Responsive Selections for Schools.** By Irving Emerson, O. B. Brown, and George E. Gay. Boston: Ginn & Co. 100 pp. Mailing price, 60 cents.

If a few moments at the opening of the school are well spent all the other exercises of the day will be likely to be more successful. We have before us a book arranged on a somewhat novel plan. First we have "An order of Opening Exercises," consisting of (1) reading Scripture selection, (2) repeating the Lord's Prayer, (3) singing, (4) responsive exercises, and (5) taking books and beginning the duties of the day. Each of the ninety-four selections is arranged with an idea of carrying out this program. They consist of responsive readings of extracts from the Psalms, Proverbs, prophets, and gospels, together with hymns, etc., with music. It ought to become a very popular book in the schools.

**Annotated English Classics. THE ANCIENT MARINER.** With notes by Henry N. Hudson. SECOND ESSAY ON THE EARL OF CHATHAM, by Macaulay. With notes and a sketch of Macaulay's life by D. H. M. Boston: Ginn & Co.

"The Ancient Mariner" is furnished with a marginal summary of incidents that helps wonderfully in the understanding and enjoyment of this weird poem. Macaulay's essays are fascinating reading. That on Pitt is especially so for Americans. It is furnished with abundant footnotes.

**DAME DIMPLE'S CHRISTMAS CELEBRATION.** By Mattie B. Banks. New York and London: G. P. Putnam's Sons. 85 pp. 75 cents.

This story, so charmingly written, and so quaintly and beautifully illustrated, will bring delight to thousands of children. In the preface Margaret E. Sangster says it was prepared in order to make comfortable and happy the children under the kind care of the Christian women in the Home of the Industrial School Association, on South Third street, Brooklyn, N. Y. Every one who buys the book, therefore, will help clothe, feed, and instruct these needy little ones.

**THE TALE OF TROY.** Done into English by Aubrey Stewart, M.A. London and New York: Macmillan & Co. 331 pp. \$1.00.

There is no fear that any bright, imaginative boy or girl who has had a taste of this wondrous old story will not want more. Here we have Homer's narrative put into English prose, but the dramatic and the poetic beauty of the scenes remain. The incidents, which have made a lasting impress on all modern literature, should be deeply graven in the child's memory. This book will make an important addition to any juvenile library.

**P. TERENTI AFRI. PHORMIO.** Text, with stage directions. By Frank W. Nicholson, A.M., instructor in Latin in Harvard university. Boston: Ginn & Co. 66 pp. 30 cents.

Although prepared for the use of classes in Harvard, this will be found useful elsewhere. With the exception of a few minor changes in punctuation, the text of Dziatzko has been followed without deviation.

**P. TERENTI AFRI. HEAVTON TIMORVMENOS.** Text, with stage directions. By John C. Rolfe, Ph.D., instructor in Latin in Harvard university. Boston: Ginn & Co. 61 pp. 30 cents.

This little book was prepared especially for the use of the freshmen classes in Harvard university, though it may prove useful in other institutions. Some of the gestures a modern actor would use under the circumstances are indicated, although we have no evidence a Roman actor would have expressed himself in the same way.

**A LOYAL LITTLE RED-COAT: A Story of Child-life in New York a Hundred Years ago.** By Ruth Ogden. Over sixty original illustrations by H. A. Ogden. New York: Frederick A. Stokes Co. 217 pp. \$3.00.

To form so vivid a conception of the life of a century ago as to be able to give a true picture of child-life at that time is not an easy matter. Still we think the author has in a large measure succeeded. Certainly she has made an absorbing story, even if there may be a few anachronisms. Our young friends, we are sure, will follow the adventures of Miss Hazel with breathless interest. We are assured that the references to historical characters and scenes are accurately described, which gives the book a special value from an educational point of view. The illustrations are well executed, and do a large part in giving us an idea what sort of people our great-grandfathers and great-grandmothers were.

**HOW NEW ENGLAND WAS MADE.** By Frances A. Humphry. Boston: D. Lothrop Co. 267 pp. Boards, \$1.25.

No story should be more fascinating than our country's settlement and development. It is a record of heroism, blackened at times by sectarian narrowness and religious bigotry; but the latter only adds variety and interest to the narrative. Mrs. Humphry's style is direct and concise. She knows how to put things in a way that will interest both juveniles and adults. The period from the landing of the Pilgrims to the inauguration of Washington is covered. The book has beautifully illustrated and colored covers; while the type is large and

the illustrations of the stirring scenes in colonial history numerous and striking.

**TIMOTHY'S QUEST.** By Kate Douglas Wiggin. Boston and New York: Houghton, Mifflin & Co. 301 pp. \$1.00.

This book was written by one who sees both the humor and the pathos of the lower strata of humanity. Description, too, is one of her strong points, as may be seen in the opening chapter relating to Minerva court. Those who know anything of the struggles and trials of the ragged and orphaned little urchins of our cities will deeply sympathize with Timothy, the hero of the story, who is left motherless, to work out his destiny and that of his baby sister in the great city. We think he will have many sympathizers among the boys and girls. The story is a good one, either for old or young.

**EVERY-DAY ETIQUETTE: A Manual of Good Manners.** By Louise Fiske Bryson. New York: W. D. Keith, 52 & 54 Lafayette place. 145 pp. 75 cents.

Contemn the etiquette of society as we may, the fact remains that the success of people often very largely depends on their knowledge of social usages. Such knowledge is therefore more or less valuable, although we are not inclined to split hairs over the distinctions made by society fops and belles. The information contained in this volume has been gained from many sources. The first chapter on "Manners and Minor Morals" will be found especially interesting. Then there are directions about dress, conversation, letter-writing, and many other things, that people who would avoid social snags should know.

**A BOY'S HISTORY OF THE UNITED STATES.** Our Boy's Library, No. 2. Edited by Annie Cole Cady. New York: Worthington Co. 389 pp. 50 cents.

We have here a condensed story of this wonderful country—the young giant among nations—passably free from that partisan, one-sidedness, which is the bane of too many United States histories. The narrative is bright and attractive, the illustrations numerous, and the type large and clear. There can scarcely be too many good histories of the United States. We would like to know that there were several of them in every American home. This history should have a wide circulation among American youth.

**SADLER'S PRACTICAL ARITHMETIC.** By W. H. Sadler, and W. R. Will. Baltimore, Md.: Sadler Publishing Co., 10 and 12 North Charles street. 310 pp.

The authors in the preparation of this book adopted an excellent plan—that of excluding everything that would not be of use in business life. So much time has been spent in acquiring knowledge that was found useless, that many educators, among whom teachers in commercial schools are prominent, have taken a decided stand in favor of a thorough sifting, such as we see exemplified in this book. Hence we have a great deal of space devoted to "Denominate Numbers," "Practical Measurements," and "Percentage." The terms used in business life are briefly defined. In the back part of the book the elements of geometry are given, sufficient to enable one to understand the measurements of simple surfaces and solids. Plenty of examples for practice are scattered through the book.

**GEOGRAPHY.** Analytical Question Series No. 1. For the use of teachers and those preparing to teach. New York and Chicago: E. L. Kellogg & Co. 126 pp. 50 cents; to teachers, 40 cents, 5 cents postage.

In this little book are one thousand questions and answers relating to all branches of this important subject. Among the topics treated are latitude and longitude, map drawing, drainage, people, climate, animals, ocean currents, winds, etc. Several lessons are devoted to each continent. It is really wonderful how much that is valuable is condensed in these few pages. Teachers who wish to brighten up their geographical knowledge should have it.

**SOPER'S PATRIOTIC SPEAKER: Washington Centennial Number of Scrap-Book Recitation Series, No. 8.** Edited by H. M. Soper. Chicago: T. S. Denison, publisher. 143 pp. 25 cents.

This book is made up principally of selections relating to our country. The worth of many of them has been tested by two or three generations of school children, but there are some new favorites like Whittier's, "The Vow of Washington." Teachers and pupils will find this collection a very useful one.

**HOW TO REMEMBER; or Miserable Memories Made Marvelous.** By John A. Shedd. Teachers' Publishing Co., 6 Clinton place, New York. 64 pp. 25 cents.

Every one wishes to have a good memory. Some, however, seem to have minds like a sieve—nearly everything falls through. The author tells how to improve the memory by increasing the power of attention, repetition, etc. His ideas are good and well expressed. This little book contains much that will be of assistance to all who read it.

## BOOKS AND AUTHORS.

Stanley's "In Darkest Africa" is having a larger sale now than during the first weeks after it was published.

The thousandth anniversary of the birth of Saadia, in whom was united the Jewish and Arabic learning of his time, will be commemorated in 1892 by the publication of an edition of his works, some of which are still unpublished, and others but little known.

James Russell Lowell has been obliged, on account of ill-health, to cancel his engagements to deliver a course of six lectures on "The Old English Dramatists" before the University of Pennsylvania.

John Hubberton, the author of "Helen's Babies," said recently that he could dictate a novel, either to a stenographer or directly to a typewriter, or that he could write with his left hand quite as well as with his right, and that on one occasion he talked a whole novel of 250,000 words into one of Edison's phonographs.

## ANNOUNCEMENTS.

A. S. BARNES & Co. have just published a new atlas by the famous geographer, James Monteith. It is entitled, "A School and Family Atlas," and contains all the latest maps and statistics, and is illustrated with numerous engravings showing the physical outlines of the different countries and the various characteristics of the industrial centers all over the world.

TICNOR & Co. have brought out a magnificent work, "Architecture of the Renaissance in England," by J. A. Gatch, complete in six parts.

The SCRIBNERS issue a volume of R. H. Stoddard's recent poems entitled, "The Lion's Club and Other Verse." They will also publish a new volume of verse by Robert Louis Stevenson.

D. LOTHROP Co. publish "Ways and Means," by Rev. F. E. Clark, and "Our Early Presidents, their Wives and Children," by Harriet Taylor Upton.

WORTHINGTON Co. have recently published Heimburg's "Christmas Stories," Gautier's "One of Cleopatra's Nights and Other Stories," and Henty's "By England's Aid; or The Freeing of the Netherlands."

GINN & Co. have added to their list of classical books "Quintus Curtius," the first two extant books, edited for sight-reading by Dr. Harold N. Fowler, of Phillips Exeter academy, with an introduction on reading at sight by Professor James B. Greenough, of Harvard college.

GEO. SHERWOOD & Co., Chicago, are about to issue "Boydell's Speaker," containing selections, poems, and concert recitations. The following days are remembered: Christmas, Thanksgiving, Decoration day, Fourth of July, Arbor day, and commencement. The book was prepared by Miss Helen Boydell, a teacher in the Chicago public schools. Abbie G. Hall's "Botany," published by the same firm, contains many large and artistic illustrations. It is in great demand.

CHARLES H. KERR & Co., Chicago, have recently issued a novel, by Anson Uriel Hancock. The title is "The Genius of Galilee," and it relates to the times of Jesus. The author writes as a layman, and his aim was not to champion any preconceived opinion, but to give the honest results of honest study.

## MAGAZINES.

Dr. Andrew D. White's article in the January *Popular Science Monthly* in the "Warfare of Science" series gives the origin of the legend in regard to the great tower and the confusion of tongues, and also traces the early history of the belief that Hebrew was the only language spoken by God and men before Babel was undertaken. The article on American industries in this number treats of "Iron-Mills and Puddling-Furnaces." Prof. Huxley attacks the idea that the people who spoke Aryan were one distinct race. "The Storage of Electricity" is explained in a fully illustrated article by Prof. Samuel Sheldon.

The *Westminster Review* for December, published by the Leonard Scott Publication Co., New York, opens with a noteworthy paper on "Alsace-Lorraine in 1860," by Henry W. Wolff, in which the author reviews the Germanization of the provinces which he finds to have been as yet unsuccessful. Harold Cox discusses the "Rehousing of the London Poor." Dr. St. Clair Thomson criticizes the "Dangers of Hypnotism." George Coffey reviews the late duel between Mr. Parnell and Chief Secretary Balfour in an American magazine, and Laon Ramsey makes a "Plea for an Eight Hours' Working Day."

The first instalment of the "Talleyrand Memoirs" appears in *January Century*. Minister Whitelaw Reid gives a pen picture of the brilliant Frenchman, and besides the instalment contains a sketch of the author's strange and lonely childhood, an account of his entry into Parisian society, his estimate of La Fayette, some account of the beginnings of the French Revolution, a striking passage concerning the Duke of Orleans; an account of Talleyrand's residence in England and America, and of a most interesting conversation between Talleyrand and Hamilton on the subject of "Free Trade and Protection."

The *Political Science Quarterly* for December opens with a thorough and impartial study of Henry C. Carey and his social system, by Prof. C. H. Levermore. Brander Matthews contributes a timely article on the "Evolution of Copyright?" There are also articles by Prof. Gide, of Montpellier, France, Prof. E. R. A. Seligman, Prof. A. B. Hart, etc.

The first number of a new quarterly, called *The Critical Review of Theological and Philosophical Literature*, published by T. & T. Clark, of Edinburgh, has just appeared. The quarterly is controlled in this country by Scribner & Welford. The *Domestic Monthly* takes pains to have its fashion news fresh and complete. Its fancy work departments are a special feature. A fac-simile reproduction of the original manuscript of Mrs. Hemans' famous poem, "The Landing of the Pilgrim Fathers," is given in the Christmas *Wide Awake*. John C. Carpenter, in "The Celestial Army," and H. A. H., in "Some Swedish Legends," both relate legends of the Milky Way, but strangely unlike. Sallie Pratt McLean Greene, Emma Sherwood Chester, Charlotte M. Valle, and Rev. George Whyte, contribute four remarkable short stories.

*High School Life* is a quarterly magazine issued by the literary board of the Orange high school. The December number contains essays by students and graduates, editorials, journals, selections, etc. The periodical presents a creditable appearance, both from a literary and a typographical point of view.

## Quick Work.

Twenty minutes for refreshments. More than a minute consumed in getting to the lunch counter, and at least three minutes more gone before you get what you want. That's modern haste for you. If you tell a busy man anything now-a-days you've got to keep on the jump with him, and give him the essential points without any fluffs and frills. So you will understand why you are invited to skip from one to another of the following points:

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The Naval Observatory to be open Monday and Tuesday nights for the benefit of those desiring to visit it. Reception and Concert at Willard's Hotel, on Tuesday evening. A special introduction to the President on occasion of general public reception at the White House, Wednesday, December 31st.

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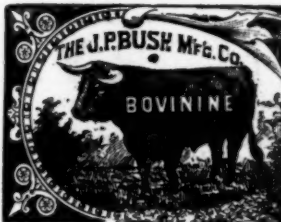
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The migration of English swallows, which is now recognized by all naturalists as an unquestionable fact, was formerly the subject of much dispute, some persons even believing in the theory that they passed the winter under water, whilst others believed that they were to be found in caverns in a torpid state, clinging in clusters to each other by their bills. It is now shown that the migrations of the swallow are in a direction nearly due north and south, and their course has been satisfactorily traced across the Mediterranean to and from Africa.

One of the simplest of nature's barometers is the spider's web. When there is a prospect of wind or rain the spider shortens the filaments by which its web is sustained, and leaves it in this state as long as the weather is variable. If it elongates its threads, it is a sign of fine, calm weather, the duration of which may be judged by the length to which the threads are let out. If the spider remains inactive, it is a sign of rain; if it keeps at work during rain, the downpour will not last long, and will be followed by fine weather. Observation has taught that the spider makes changes in its web every twenty-four hours, and that if such changes are made in the evening, just before sunset, the night will be clear and beautiful. Each thread of a spider's web contains 5,000 separate fibers, and 10,000 threads spun by a full-grown spider are not equal in substance to the size of a single hair of a man's beard. Two drachms by weight of a spider's thread would reach a distance of 400 miles.

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It is thought by some naturalists that sea-birds are able to exist for long periods without tasting water, and it is certain that the wonderful powers of flight that many of them possess enable them to be always within reach of fresh water. The fat and oil of the fish on which these birds subsist no doubt lessen to a great extent their desire to drink. It has been recently stated that, far from any land, birds may be seen hovering round and under a storm-cloud, drinking in the drops of rain as they fall. It is said that they can discern a rain squall at great distances, and that when one occurs they flock to it from all points of the compass.

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According to White's "Natural History of Selborne" the following birds sing as they fly:—Skylark, rising, suspended, and falling; titlark, in its descent; woodlark, suspended, in hot summer nights all night long; blackbird, sometimes from bush to bush; whitethroat, uses, when singing on the wing, odd jerks and gesticulations; swallow, in soft sunny weather; wren, sometimes from bush to bush. Other birds with this habit that escaped this keen observer of animal life are the water pipit, the tawny pipit, the pied flycatcher, the sedge warbler, and the willow warbler. The whinchat sometimes sings while hovering over bushes, and the redstart occasionally flutters above its nest and utters a low, sweet song.

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